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ABSTRACT

This volume contains a series of stories and related questions about famous graduates of Boys and Girls High School and about some high points in the school's 100 year history. Brief biographical sketches are provided for Shirley Chisholm, Isaac Asimov, and other individuals who graduated from the school. Other readings describe various aspects of the school's growth and development, its athletic program, its student body, its administration and educational policies, and its reaction to various social conditions at different points in history. The questions following each reading deal with vocabulary and comprehension. An answer key for the questions is provided. (EB)

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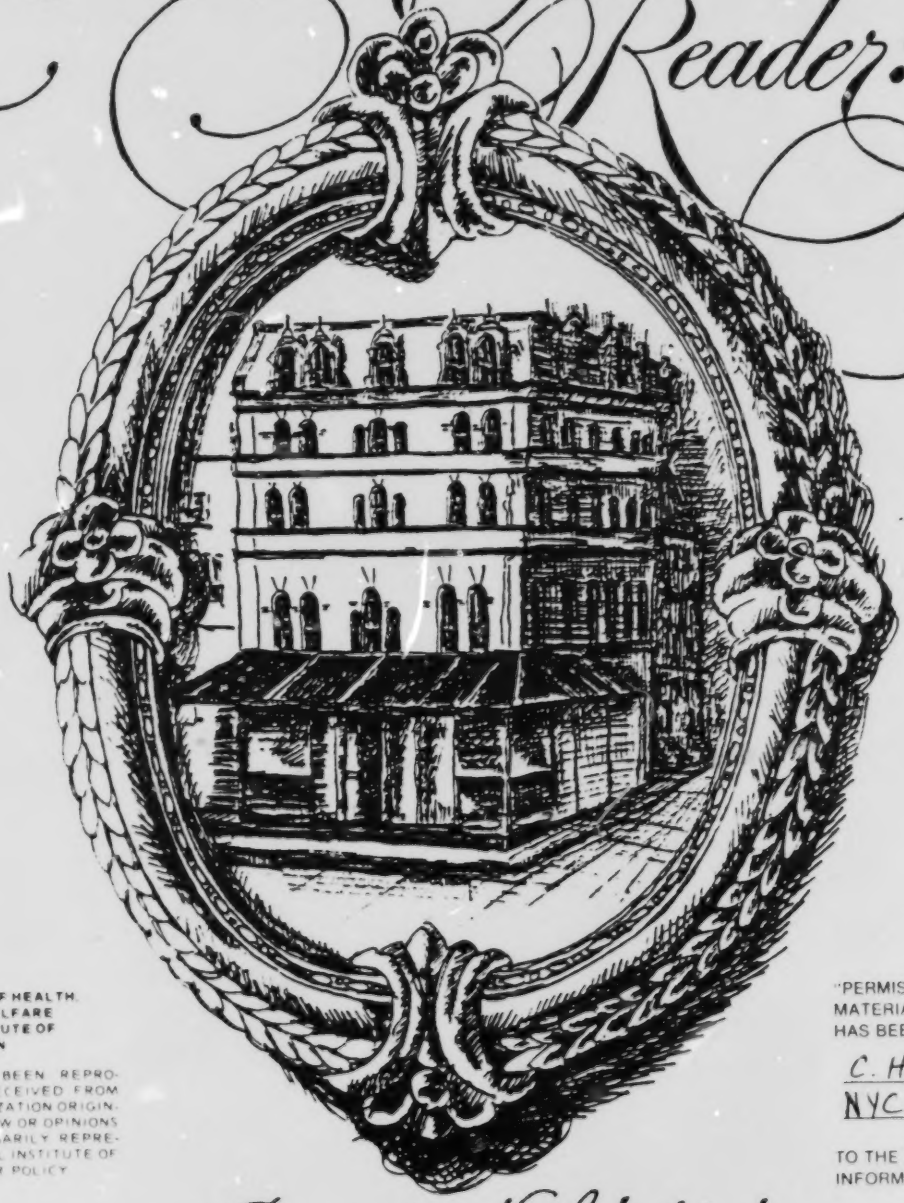

Boys and Girls High School

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Charlotte Frank
Director (Acting)

April 10, 1979

CENTER MEMORANDUM NO. 208

TO: High School Superintendents, Principals of High Schools

FROM: Charlotte Frank Frank

SUBJECT: Curriculum Bulletins: A Centennial Resource Collection: Boys and Girls High School and Students' Centennial Reader

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The two bulletins, A Centennial Resource Collection and the Students' Centennial Reader are a specially researched set of plans, activities and resource materials created for the one-hundredth anniversary of Boys and Girls High School in Brooklyn.

The year 1978 actually marked the one-hundredth anniversary of free public high school education in New York City and Boys and Girls High is our city's oldest high school.

The Students' Reader, written by a reading teacher at Boys and Girls High, is a series of stories and related questions about the school's famous graduates and some high points in its history. The Centennial Resource Collection is a two-volume set of resource materials, ideas, lesson plans and suggestions to help subject area teachers mark the centennial with students in their own special way.

Kathleen Morin of Columbia University Teachers' College, working with the Center for Curriculum Development, has presented this exciting treasure trove of solid research and creative ideas as a prototype for other schools wanting to mark an anniversary or special event. Every high school student in New York City shares in the legacy of this centennial celebration,

We sincerely hope you will be able to share these volumes with your teachers, and we would like to hear from you about your own anniversary celebration activities and ways in which these books have fostered new ideas among your school community.

Comments or inquiries from you or your staff may be directed to:

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APPROVED Arnold Webb
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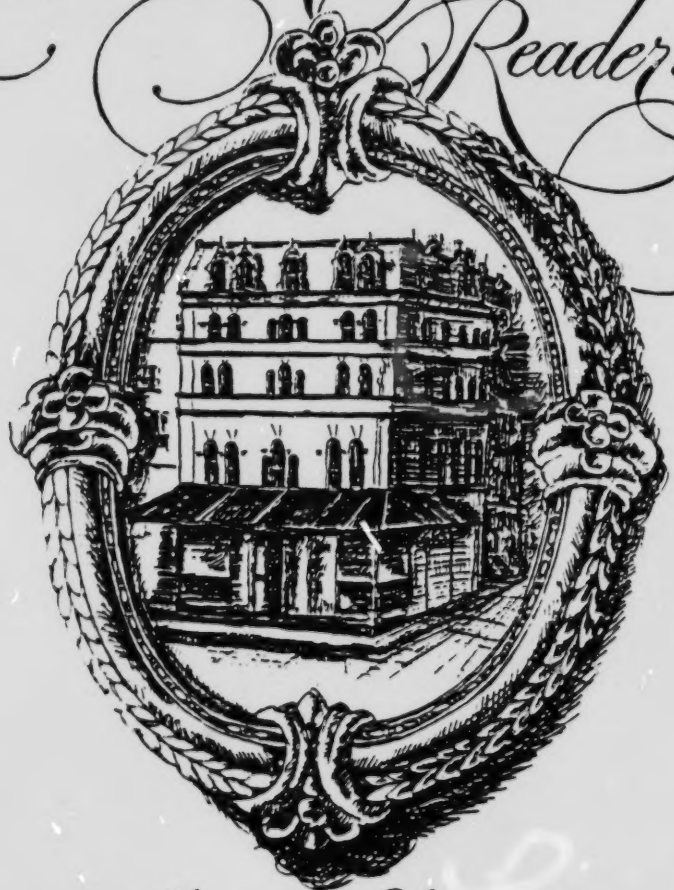
cc: Mr. Nathan Quinones, Executive Director, Division of High Schools

Students' Centennial Reader:



Boys and Girls High School

EXPERIMENTAL CURRICULUM BULLETIN • MARCH 1979
BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT

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ACKNOWLEDGMENTS

Acknowledgments are by tradition a confirmation of dedicated effort and accomplishment. This acknowledgment of Larry Tominberg's effort and accomplishment includes a recognition of unusual commitment to the potential of young people and to the encouragement of their growth.

A reading teacher at Boys and Girl High School and a most productive member of the Centennial Committee, Mr. Tominberg has presented his students with an impressive and effective birthday gift. His Students' Centennial Reader: Boys and Girls High School was conceived and created in direct response to their specific needs and interests. Mildreth Whitney, through her sensitive art work, has shared significantly in the development of the project.

The Reader was produced as a project of the Division of Educational Planning and Support, Arnold Webb, Executive Director. Charlotte Frank, Director (acting) of the Center for Curriculum Development and Dorothy Joseph, Interim Acting Principal at Boys and Girls High School, provided overall supervision.

The editorial supervision of Regina Barnes, Ellen Dempsey, Alaire Mitchell, and Rosemary Stroer is gratefully acknowledged, as are the contributions of Seena Wasserfall for editorial assistance and Hattie Weiner for typing. Joseph Feld designed the cover.

As nations all over the world proclaim 1979 as "The Year of the Child," I wish to dedicate this effort to all the children of Bedford-Stuyvesant. Their present is our future.

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INTRODUCTION

To Boys and Girls High School,

I hope that the following pages of this Centennial project will breathe new life into your illustrious past. In this your one-hundredth birthday year, my only regret is that I could not tell all your stories.

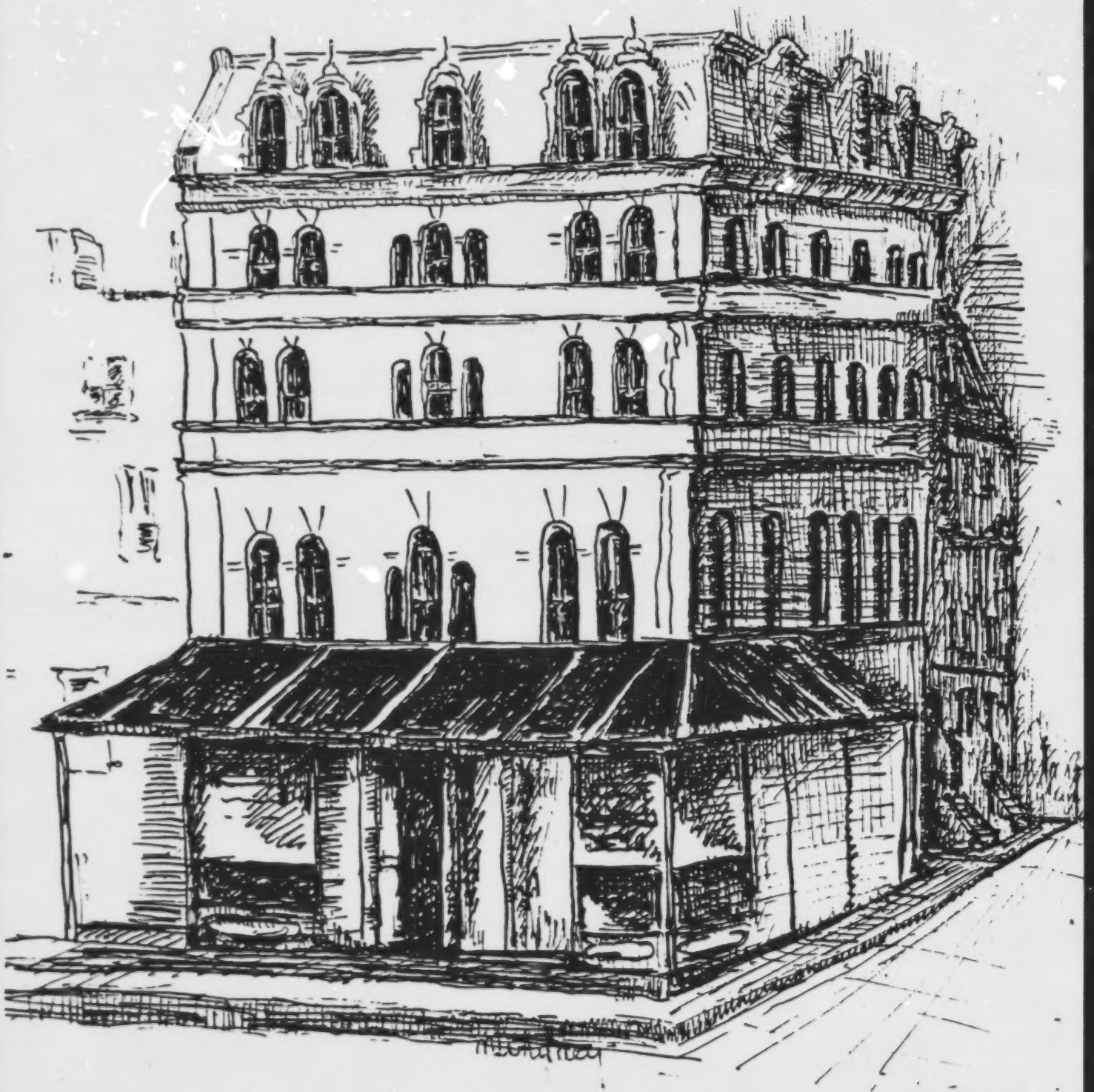
From your modest conception as the Central Grammar School in 1878 to your present state on Fulton Street, you have been the educational home for the children of Bedford-Stuyvesant. Your very existence has been the pride of this community.

Through your many yearbooks, newspapers, literary magazines, and alumni, I have only been able to scratch the surface of your legendary past. Perhaps in the not too distant future we will meet again to reminisce about old times. But for now this effort must serve as a tribute to your greatness. Let it begin to rekindle the glory of your heritage. Again let me wish you a happy one-hundredth birthday.

Larry Dalberg

ALEC G. MCALLISTER
FIRST PRINCIPAL OF CENTRAL GRAMMAR SCHOOL

CENTRAL GRAMMAR SCHOOL



CENTRAL GRAMMAR SCHOOL

Benjamin Harrison was the President of the United States. Gentleman Jim Corbett was about to defeat The Great John L. Sullivan for the world heavyweight title. The first powered air flight was still eleven years away and the bicycle was the best transportation. Street lights were still not electric and roads were made of bumpy cobblestone. One could buy a pair of stylish shoes, pants, a sweater, and a jacket all for less than $20.00! The world was not at war and life was simple. People were singing the popular song, "A Bicycle Built for Two." This was what life was like in the early 1890's.

On the corner of Court and Livingston Streets in downtown Brooklyn stood the Central Grammar School. It was also known as Old Boys High School. On the first floor of the building were small stores. Upstairs, fourteen classrooms were used to teach a two-year business program. Down the street, several students might gather in the afternoon to pass a football around. The practice field was the grassy area in front of the City Hall Building. For exercise, some boys might run around the tall flag poles near the street curb. This was the state of secondary education in the city of Brooklyn in 1891.

For years, concerned Brooklyn residents fought for better public education. It was difficult to believe that a city the size of Brooklyn had no public high school. According to parents, Central Grammar School, opened in 1878, was not safely located. They worried about the dangers of speeding bicycles and heavy horse carts. The Board of Education was finally convinced of the need for a new high school and began construction.

Central Grammar School

1 - The main idea of this story is:

(a) Life in Brooklyn in 1890

(b) Angry people get what they want

(c) How to build a school

(d) The Old Boys High's earliest history

2 - Which of the following statements is not true about the 1890s?

(a) Benjamin Harrison was President of the United States.

(b) The world was at war.

(c) Clothes were very inexpensive.

(d) The bicycle was the best way to travel.

3 - Central Grammar School was located on:

(a) Fulton Street

(b) Marcy Avenue

(c) Nostrand Avenue

(d) Court Street

4 - Where did Central Grammar School students play?

(a) On cobblestone streets

(b) In front of the City Hall building

(c) At the Board of Education

(d) On Nostrand Avenue

5 - The word <u>resident</u> in paragraph 3 means:

(a) A bicycle rider

(b) A person who lives in one place for a while

(c) A teacher at Central Grammar School

(d) A person who works at the Board of Education

6 - What year was Central Grammar School opened?

(a) 1878 (c) 1891

(b) 1890 (d) 1892

7 - Parents were worried about the location of Central Grammar School because:

(a) There was no place for students to keep their bicycles.

(b) There was dangerous traffic on the streets.

(c) The school was too far from their home.

(d) There was no place to get lunch.

8 - A "compound word" is a word that puts two separate words together to make another word. Such a compound word is "upstairs" from paragraph 2 of the story. Which one of the following compound words does <u>not</u> appear in this story?

(a) schoolyard (b) heavyweight

(c) football (d) classroom

THE OLD HIGH (BOYS HIGH SCHOOL)

THE OLD HIGH

The brownstone-filled section of Bedford-Stuyvesant would be the home of the first of the two new schools. The first school was located on Nostrand Avenue. It was called Girls High School. A second building was constructed on Marcy Avenue and was called Brooklyn Boys High School. On November 1, 1892, Brooklyn Boys High School opened its doors to 550 students.

The building was the tallest in the area. Its giant red walls and high towers could be seen throughout the community. Boys High School looked more like a castle than a place to learn. Its size and design soon became the pride of the Bedford-Stuyvesant neighborhood.

For the next 83 years, Boys High School educated the youngsters of the community. Its reputation became legendary in New York City and throughout the nation.

In 1975, with the opening of the new Boys and Girls High School, the old High School became the home of The Street Academy. Given "landmark status," the school is now protected and will never be destroyed. Today, visitors to the Bedford-Stuyvesant area rarely drive down Marcy Avenue without slowing down to look at the "Old High."

Questions

1. Which of the following statements is true?

   (a) 550 students went to Girls High School.

   (b) Girls High School opened before Boys High School.

   (c) Boys High School was the tallest building in New York City.

   (d) Boys High School was really an old castle.

2. In paragraph 2, the word <u>design</u> means:

   (a) location (b) reputation

   (c) shape and style (d) age and color

3. Which of the following lines from the story best informs us of the school's fame throughout its 83-year history?

   (a) On November 1st, 1892, Brooklyn Boys High School opened its doors to 550 students.

   (b) The building was the tallest in the area.

   (c) Boys High School looked more like a castle than a place to learn.

   (d) Its reputation became legendary in New York City and throughout the nation.

4. When the new Boys and Girls High School opened in 1975, what happened to the old Boys High?

   (a) It was taken down.

   (b) It was closed never to be used again.

   (c) It became the home of a street academy.

   (d) It is now a castle again.

5. How will "landmark status" protect the Old High?

   (a) It will never be destroyed because it is an historical building.

   (b) If it is taken down, it must be rebuilt quickly.

   (c) It can never be used as a school again.

   (d) It really doesn't protect the Old High at all.

THE ORIGIN OF THE RED AND BLACK

THE ORIGIN OF THE RED AND BLACK

Why are the new Boys and Girls High colors red and black? Few people know how our school colors were chosen. This is that story.

In 1887, there were no public school athletic programs. Students went to school in the morning and went home in the afternoon. Only the private schools of New York City had enough money to support after-school sports.

That same year, a small group of boys from Central Grammar School decided to organize the first public school athletic team in the city's history. The school had no field to practice on, so most afternoons the boys travelled to the Parade Grounds near Prospect Park to play. With little or no support from the school, each boy had to buy his own equipment. Many of the boys could not afford the extra padding they needed and risked painful injuries.

But the Central Grammar School players had only one goal. They wanted to be the best team in the city. What the team lacked in equipment they made up for in determination. Throughout the late summer of 1887, the team practiced until dark. That fall, members of Central Grammar's team set up a schedule of games against local teams and one private school - PolyTechnical Institute. That was to be the first time a private school athletic team would play against a public school athletic team.

In those days it was customary for athletes to wear their team or school colors on fashionable caps. These caps were worn by football players when they weren't wearing their helmets.

Not wishing to be out of style, the Central Grammar School players decided to buy caps. But first they had to select their team colors. After counting all their money, the players knew they would not be able to buy new caps for the whole team. As a team, they could not wear different colored caps. What could they do?

Four of the players already owned football caps that were the same colors - red and black. After discussing the problem carefully, the team decided to do the most economical thing. The rest of the Central Grammar School's football team also purchased red and black caps.

That year, the team proudly wore their caps at each game. The school decided to make the football team's colors the school colors as well. In 1892, the red and black colors of Central Grammar School were passed on to the new Boys High School. The colors have not changed since.

THE ORIGIN OF THE RED AND BLACK

(Questions)

1. In paragraph 2 the word organize means:
   (a) to stop (b) to fight (c) to set up (d) to win

2. According to the story, the best way to describe the Central Grammar School football team is:

   (a) the best athletic team in New York City

   (b) the smallest athletic team in New York City

   (c) the first public school athletic team in New York City

   (d) the best-equipped athletic team in the league

3. In paragraph 3 the word determination means:
   (a) desire (b) fear (c) trouble (d) feelings

4. The word customary in paragraph 4 means:

   (a) a regular practice (b) careful

   (b) not difficult (d) a simple solution

5. The word economical in paragraph 5 means:

   (a) a way to save money (b) something easy to buy

   (c) quick sale (d) store price

6. From the story we can conclude that before 1887:

   (a) Central Grammar School had red and black school colors.

   (b) No public high school athletic team had ever played a private high school team.

   (c) Only football players went to Central Grammar School.

   (d) Football caps were still expensive.

7. According to this story, in what year did red and black become the school colors of the new Boys High School?

(a) 1887 (b) 1890

(c) 1892 (d) 1875

8. A synonym is a word that has the same or similar meaning as another word. In paragraph 4 of the story, there are two words that are synonyms.
One is fashionable. What is the other?

(a) customary (b) select

(c) stylish (d) wishing

THE SCANDAL OF 1896 *

The long winter was coming to an end and spring was in the air. Trolley cars rumbled along Nostrand Avenue passing Girls High School. On the corner, a small group of girls from the school were talking and laughing with some boys from Boys High School. Little did they know that they were about to cause a scandal between the two famous schools.

At the turn of the century, proper young ladies were forbidden to talk freely with boys in public, and Girls High School's Principal Patterson wanted to make sure it stayed that way. Upon hearing about this incident, Patterson decided to save the reputation of his girls by locking all doors. He ordered all students to eat their lunches on school grounds. No girl would be allowed off campus without written permission. The 1,500 girls were advised never to "flirt" with boys. Furthermore, Patterson explained his displeasure with the Boys High School students involved in the incident.

Most of the girls felt that Patterson was punishing all of them for the behavior of a few students. They considered their principal's warnings an insult to them as young adults.

Following Patterson's meeting with his girls, The New York Times ran a story about a "flirting" incident between students from

---

*Scandal - a disgraceful event

THE SCANDAL OF 1896

"Where are you going, my pretty maid?"
"I go to the High School, sir," she said.
"May I go with you, my pretty maid?"
"It's against my Principal, sir," she said.

Boys and Girls High Schools. To avoid further trouble, Principal Patterson told the paper that the real reason he locked all the school doors was to insure the safety of his girls from speeding trolley cars.

Informed of the incident, Principal John Mickleborough of Boys High School called the whole report "absurd." He told New York Times reporters that he found it difficult to believe his fine, young men would behave improperly with any student from Girls High School.

The 1896 Scandal between Boys and Girls High School was history.

THE SCANDAL OF 1896

1. Another title for this story might be:

   (a) The Spring of 1896

   (b) Love at First Sight

   (c) The Proper Ladies and Gentlemen of 1896

   (d) Principal Patterson and the New York Times

2. A word in paragraph 2 meaning "something you are not allowed to do" is:
   (a) brief (b) decided (c) behavior (d) forbidden

3. In paragraph two the word reputation means:
   (a) schooling (b) skills (c) respectability (d) happiness

4. From the story we learn:

   (a) how the scandal of 1896 started

   (b) the importance of speeding trolley cars

   (c) the story of Principal Patterson

   (d) why boys and girls flirt.

5. A prefix is a letter or group of letters placed in front of a word to change its meaning. The prefix dis means not. The word displeasure in paragraph 2 means:

   (a) not friendly (b) not happy

   (c) not hard (d) not correct

6. According to the story, Principal Patterson:

   (a) told the newspaper he didn't lock the doors.

   (b) was the Principal of Boys High School in 1896.

   (c) told the girls never to flirt with the boys again.

   (d) did not know about the scandal.

7. After hearing about the flirting incident, what was Principal Mickleborough's reaction?

   (a) He dismissed all the boys involved in the flirting incident.

   (b) He threatened Principal Patterson.

   (c) He found the charges made against his boys hard to believe.

   (d) Principal Mickleborough never heard about the incident.

TURN-OF-THE-CENTURY FACTS

—In 1893, students did not leave their classrooms — teachers came to them.

— In 1896, the Boys High School baseball team scored 98 runs in its first 4 games.

—In 1896, The Boys High School football team defeated Pratt Institute 30-6. The baseball team defeated Pratt Institute 30-2. And the basketball team defeated Pratt Institute 17-15.

—In 1900, a good bicycle cost $19.98, and a baseball glove cost about $1.00. A pair of shoes, $2.50 —$3.50. A round-trip ticket to California, $69.00. In 1902 the passing mark for school was 70% not 65%.

—This is a 1902 Boys High School football cheer that students learned before a game:

Hully Kenu Kenic Kenac
Hully Kenu Kenic Kenac
Shinermerick - Shinermerick
Boom Bah Flumiks
Flipperty flop, we're on top
High School !

— In 1903, students were blaming the Brooklyn Rapid Transit for their lateness to school. They began calling the system the "Brooklyn Wretched Transit."

—In 1904, the passing grade was lowered to 60%.

AUGUSTA ACCOOE DUCKETT

THE STORY OF AUGUSTA ACCOOE DUCKETT

Eighty-one year old Augusta Duckett sat in the auditorium of Girls High School. She was an honored guest at the June 1964 graduation exercises. It was an exciting moment revisiting her alma mater. But it was also a sad moment. The Board of Education was planning to close the seventy-three year old school. The scene that June day recalled another moment that had taken place the year Augusta Accooe graduated from Girls High School.

Girls High School on Nostrand Avenue and Halsey Street was celebrating its tenth anniversary. Like the graduating classes before them, the seniors of 1901 anxiously awaited the end of their school year. Graduation practice added to the girls' excitement. Among the 215 girls who were participating in the exercises was Augusta Accooe.

During her career at Girls High School, Augusta had achieved nothing less than academic excellence. Her maturity, determination, and hard-working attitude had earned her the highest average in her graduating class -- 96.6. For Augusta, receiving her diploma was only the first step towards college and a teaching career. Only one thing might stand in her way that June. She was the only black girl in her graduating class.

Embarrassed by Augusta's color, a few thoughtless school administrators met with the student. They suggested that she not attend her class' graduation services, explaining that it would be better for her not to be there and that they would gladly give Augusta her diploma after the ceremonies had ended.

Confused and hurt by their remarks, Augusta returned home and explained the problem to her father. Reverend Accooe was a proud man who stood up for what he believed. Augusta had worked long and hard for graduation day, and Reverend Accooe wanted to make sure that no one would take that right away from her. He declared to the school administrators involved that his daughter would definitely attend her graduation exercises.

The day of the Girls High School graduation arrived. The auditorium was filled with parents, teachers, friends, and administrators. Would Augusta find the courage to participate in the exercises or would she weaken? From the stage the names of the class of 1901 graduates were announced. Each girl marched up to receive her diploma. In the auditorium, several of the school officials looked on nervously.

Finally, the name of Augusta Accooe was announced. A brief pause followed. The silence was suddenly broken by a tremendous ovation as the young black girl proudly approached the stage.

As she climbed the stage steps, the applause grew louder. It was a moment Augusta would never forget. The auditorium continued to express its appreciation as the diploma was placed in Augusta's hand.

As each girl in the graduating class of June, 1964 received her diploma, Augusta Accooe Duckett was reminded of the moment she had stood on that same stage proudly accepting her diploma. Because of her courage, nearly sixty-three years earlier, every girl of every color who deserved to graduate would be able to do so.

Mrs. Augusta Accooe Duckett's three children went on to notable positions in the field of writing and education. Her son, Alfred Duckett, is a poet, author and magazine editor. Daughter Ruth Duckett Gibbs, a former teacher, is now a magazine editor. Daughter Dorothy Duckett Joseph, who helped organize High School ReDirection, an alternative high school, is now serving as Principal of Boys and Girls High School in Brooklyn.

THE STORY OF AUGUSTA ACCOOE DUCKETT

(Questions)

1. What year did Augusta Accooe graduate from Girls High School?

   (a) 1901 (b) 1964

   (c) 1905 (d) The story doesn't tell us.

2. According to her story, which fact about Augusta is not true?

   (a) She had the highest average in her senior class.

   (b) She was a black girl.

   (c) She wanted to become a doctor.

   (d) Her father was a religious man.

3. Who told her she should not attend her graduation exercises?

   (a) school administrators
   (b) her father
   (c) parents, teachers and friends
   (d) the principal of Boys High School

4. The word appreciation in paragraph 7 means:

   (a) embarrassment
   (b) thanks
   (c) displeasure
   (d) maturity

5. In the following set of words there are 2 that are not synonyms. They are:

   (a) ovation and applause

   (b) officials and students

   (c) auditorium and assembly

   (d) anxiously and nervously

6. Which word from paragraph 4 describes how certain administrators felt about Augusta's presence in the graduation ceremony?

   (a) ended
   (b) gladly
   (c) embarrassed
   (d) suggested

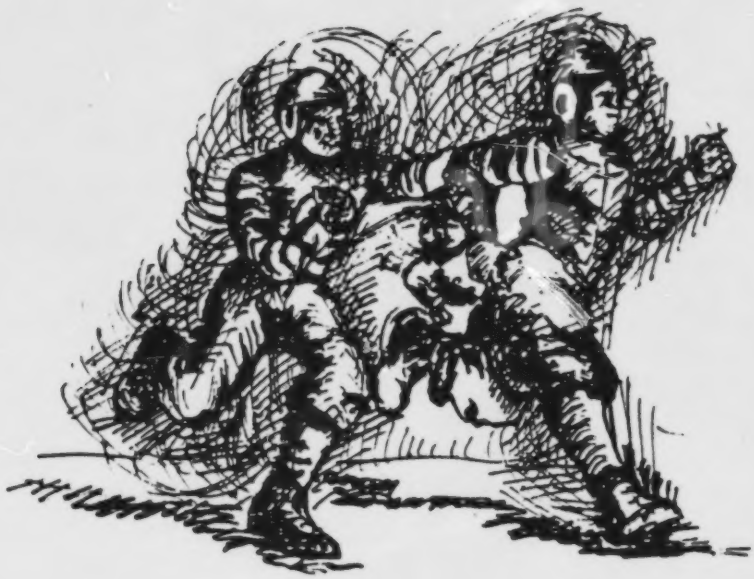
7. After reading Augusta's story we can conclude that she:

(a) paved the way for other black girls to graduate from high school without problems

(b) did not attend her graduation exercises in 1901, but she returned to get her diploma in 1964

(c) was the only girl to graduate from Girls High school in 1901

(d) had no support from parents, teachers, and friends



THE GAME - PART I

THE GAME - PART I

Practice the first weekend of November 1901 was filled with thoughts of revenge. Local newspapers called the game between Erasmus High School and Boys High School the rematch of the year. Coach McLaughlin did not have to explain the importance of next Tuesday's game. An air of excitement filled the halls of Boys High School that entire week.

Few players on the team could forget the 6-0 loss to Erasmus in 1900. Each victory during the 1901 season brought the long-awaited game one-step closer. It was difficult to think of anything else. Boys High School's pride was on the line.

The drama of the big game was increased by the fact that Erasmus High School and Boys High School were both undefeated going into the game. Boys High's team had not given up a point all season! Most experts predicted the showdown would determine the borough championship.

One week before, Boys High's players travelled to Morristown High School to defeat the tough club. During that contest several of the High's best players suffered painful injuries. "Sammy" Reid, the quarterback, and his ends were limping around all week. Their top running backs, Bob Schoenijahn, who was only 5'5" tall and weighed 150 pounds and their captain, "Shorty" Wellstood, fought off pain during practice.

In 1901 injuries rarely kept a player on the sidelines. Most team members played offense and defense. Football equipment at the turn of the century was not like the equipment of today. Little body padding was worn. Soft helmets without face guards barely protected the players' heads. A small, hard noseguard was used to avoid facial injury. But the players rarely completed a season without lost teeth, split lips, black eyes or scars. It was a miracle that no one was killed.

On Flatbush Avenue, Erasmus Hall had a bigger, stronger, and much healthier team. That week their practice sessions keyed on stopping Boys High School's running game. Aware of Boys High's injuries, the team grew more and more confident. Erasmus had an outstanding running back named O'Donoghue who did not run through holes; he made them. His job that Tuesday was to add to the injury list of the High.

Finally, Tuesday, November 5th arrived. Over 5,000 fans and several reporters gathered to see the game. Would the buff and blue of Erasmus defeat the red and black of Boys High again? Or would the bruised and battered High team revenge their loss of a year earlier? The question was about to be answered.

THE GAME - PART I

(Questions)

1. The word revenge in paragraph 1 means:

   (a) quit

   (b) find a way to do something

   (c) get even for

   (d) understand the meaning of

2. Which of the following statements about the 1901 Boys High School football team is not true?

   (a) They were bruised and injured before the Erasmus game.

   (b) They had lost to Erasmus in 1900.

   (c) They had not won a game all year.

   (d) They had not given up one point all year.

3. In paragraph 3 the word predicted means:

   (a) to find the meaning of

   (b) to learn how

   (c) to believe in

   (d) to guess something before it happens

4. According to Part I of the story, the Erasmus team:

   (a) was stronger and healthier

   (b) had never defeated Boys High School before

   (c) was also bruised and hurt

   (d) was the best team in the city.

5. The article tells us that:

   (a) Football players were bigger and stronger in 1901.

   (b) Football equipment was not as safe in 1901 as it is today.

   (c) Some football players were killed in 1901.

   (d) Every player on both teams was hurt before the game.

6. The story doesn't say so, but we can tell that:

   (a) Neither team wanted to play the game.

   (b) High school football was a very popular sport in 1901.

   (c) Boys High School and Erasmus High School were the only 2 teams in Brooklyn, New York.

   (d) 1901 was the first year high school football was played in the city.

7. Compound words are two separate words combined to make another word. The word "football" is an example of a compound word in this story. Which one of the following compound words does <u>not</u> appear in <u>this part</u> of the story?

   (a) sidelines (b) touchdown

   (c) newspapers (d) weekend

THE GAME PART II

Fans began to cheer. Boys High won the coin toss and the game began. On their first series of plays, quarterback "Sammy" Reid surprised the Erasmus defense with a quick pass to Schoenijahn. It appeared that Coach McLaughlin was trying to confuse the Erasmus team.

But the buff and blue toughened up and took over. A defense battle was developing. Could the injured Boys High team hold on? Erasmus, also unable to score, returned the ball to Boys High. Neither club was able to move the ball as the fans began to quiet down. It was the same type of game as the year before. Hopefully, the final score would be different this time.

Eventually, O'Donoghue began ripping large holes in the High's line. Now it was the turn of the Erasmus fans to cheer. With the ball sitting on Boys High's 30-yard line, the big fullback broke a tackle, turned upfield, and scored the game's first touchdown. The 6-0 score began to bring back memories of 1900. Those were the first points the High's defense had given up all year!

Boys High fans grew restless. They tried to cheer their team on. For several minutes the High held back another Erasmus drive. Erasmus was forced to kick.

BIG

Boys High players set up for the Erasmus kick hoping to get a good return by little "Sammy" Reid. Reid stood on his own goal line as the ball floated to him. A wave of buff and blue uniformed players was closing in. Usually a sure-handed receiver, Reid dropped the ball and Erasmus recovered the costly fumble. The pigskin sat on the Boys High two yard line. With time running out, another score would surely give Erasmus the victory. Fans stood and held their breath. On Erasmus' first try, the High line stopped O'Donoghue. On the next play, Erasmus scored. It was now 12-0.

History was repeating itself! The High was in trouble. Boys High's team had waited a year for this fame and was not about to give up. Wellstood and Schoenijahn took handoffs from Reid and broke loose for big gains. After each play, many of the players limped back to the huddle. Suddenly, Erasmus could no longer hold Schoenijahn and he burst free for a High touchdown 12-6.

Everyone kept checking to see how much time remained. Boys had to hold Erasmus' team and drive in for another score. The red and black defense line dug in and forced Erasmus to kick. Thousands of fans began cheering each time Reid came to the scrimmage line. Once again he went to his running backs. Time was running out as the High marched down the field to even the score. A costly Erasmus penalty gave the High more yardage. But as Reid broke the huddle with the ball on the Erasmus 30-yard

line the game ended. The final score was 12-6.

It was a disappointing loss for the High. Erasmus went on to win the Brooklyn title for the second year in a row. But the victory was shortlived. Shortly after receiving the Championship Trophy, it was discovered that an Erasmus player was ineligible. The trophy was removed from the school and the Brooklyn Crown was awarded to Boys High School and Pratt Institute.

Oddly enough, the championship of the division in 1901 was stripped from Boys High as well when it was discovered that the school also had an ineligible player.

THE GAME - PART II

(Questions)

1. Which statement is true about the game?

   (a) Boys High School scored first.

   (b) Quarterback Reid was hurt and couldn't play.

   (c) Erasmus scored the first touchdown.

   (d) The final score of this 1901 game was the same score as in 1900.

2. The word <u>developing</u> in paragraph 2 means:

   (a) ending (c) running

   (b) beginning (d) winning

3. In paragraph 4 the word <u>restless</u> means:

   (a) nervous (b) happy

   (c) friendly (d) loud

4. Who scored Boys High's touchdown ?

(a) Reid (b) Schoenijahn

(c) Wellstood (d) O'Donoghue

5. Why was the Brooklyn Championship taken away from Erasmus?

(a) Because they lost the game.

(b) Because a player on the team was too not eligible to play in high school.

(c) Because they did not want the title.

(d) Because they felt sorry for Boys High School.

6. Who finally wound up with the Brooklyn Championship Crown?

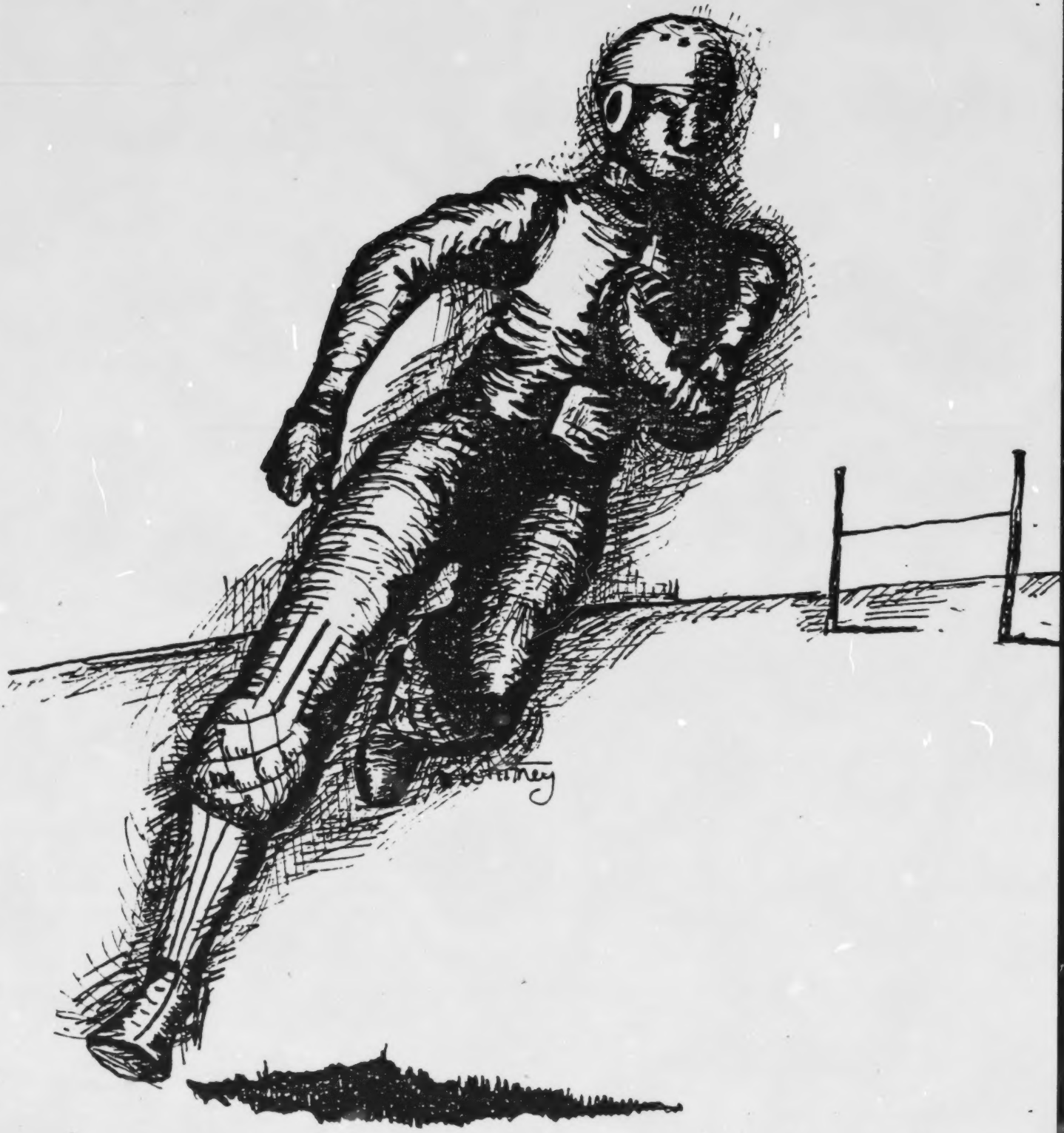
(a) Erasmus High School

(b) Boys High School

(c) Morristown High School and Pratt Institute

(d) Pratt Institute

SAMMY REID



"SAMMY" PART I

The remarkable one hundred year history of Boys High School is filled with stories of academic and athletic excellence. Among the many accounts of students who helped build our school's tradition is the story of a boyknown, simply as "Sammy." During his career at the High, he was to become one of the most loved and respected students of his time. This is his story.

Sixty boys gathered that fall to try out for the Boys High School football team. Coach McLaughlin was determined to build a winning team after two disappointing seasons. What Boys High needed was a bigger, stronger team. Among the candidates for the team was a short, thin,dark haired boy named Samuel Reid Jr.

After each practice session Coach McLaughlin cut more and more players. Each tryout he became more and more excited by the play of Sammy Reid. McLaughlin smiled as Reid ran by every player of his team. This young man not only knew how to play football well, but he also was extremely intelligent. This was the combination McLaughlin was looking for in a player.

As the season opener neared, the coach began calling his new star "Sammy." The other players soon followed and when the final cut was made Sammy was on the team. Boys High School won its first three games that season before losing. Reid saw limited duty as a quarterback, but was used to kick and return punts and kick offs. His blazing speed and moves were exciting to watch. He added new life to the team.

The next half of the season, Boys High School failed to win another game. Once again red and black fans were disappointed. During the last three games of the season Coach McLaughlin started Sammy to give him playing experience.

That spring, Reid played starting catcher for the High. His speed and powerful throwing arm made him an instant star. Few opposing base runners dared to challenge his accurate throws. Already college and professional scouts were following his talents.

But throughout that spring and summer, Sammy could only think of football. This would be his final varsity season and he wanted to bring Boys High a championship. Before the football season began, Reid was elected to two of the highest student offices; Senior Class President and President of the Athletic Association. With all his honors and fame, he continued to work and practice. One friend wrote: "Sammy, you're getting to be a professional. You play all the time and say nothing. I wish others would imitate you... ."

The season opener for Boys High School was an easy 18-0 victory. The following week Boys travelled to Riverview Military Academy to play a school that had destroyed them the year before. Before the afternoon was over, the High, led by little Sammy Reid's running, passing, and kicking, overpowered the stunned Academy team 21-0! During the game Sammy withstood many punishing tackles. Few questioned Reid's toughness after that game.

"SAMMY" PART I

Questions

1. The word candidate in paragraph 1 means:

   (a) a person who tries for something

   (b) a person who is a leader

   (c) a coach

   (d) a young student

2. In paragraph 5 the word challenge means:

   (a) to play (b) to face

   (c) to see (d) to lose

3. What did Sammy Reid want to do most during his varsity football season?

   (a) be elected Senior Class President

   (b) turn professional

   (c) win a championship for Boys High School

   (d) score all the points in every game

4. Besides football, what other varsity sport did Sammy participate in at the High?

   (a) basketball (b) track and field

   (c) tennis (d) baseball

5. In paragraph 6 one of Sammy Reid's friends wrote that he wished "others would imitate" Reid's personality. What does the word imitate mean?

   (a) to leave (b) to act like

   (c) to run fast (d) to worry about

6. The best way to describe Sammy in Part I of his story might be to say that he was:

   (a) very popular (b) an excellent athlete

   (c) intelligent (d) all of the above answers

"SAMMY" PART II

St. Paul's High School was next on Boys High's schedule. Many called the team from Queens one of the strongest and toughest in the City. The High had not beaten St. Paul's in three years and few people expected them to score even a point.

But by the fourth period, Sammy Reid and his "midget battery," as they were called, had outscored St. Paul's 17-0. It was Reid's speed that gave the High its advantage over the bigger, slower, opposing players.

Reporters and fans alike suddenly became interested in the red and black team from Brooklyn. It had been several years since Boys High had had a winning season. Sammy Reid had become a star. But he was a quiet young man who was too modest and too smart to let a few wins go to his head. He knew more tough games were ahead for the High.

Crowds returned to Boys High games. The red and black won its fourth straight game without allowing a point. This set up the battle for the division crown against Erasmus on November 5th (See story entitled "The Game.") Erasmus would hold off a late drive by Boys High to win the game and the borough title -- 12-6

Weakened by injuries Boys High lost its next game to the City champs, DeWitt Clinton High School. With two of the three

starting backs injured and all his ends limping Sammy Reid prepared himself for the Annual Thanksgiving Day Game against Poly Prep High School. Sammy wanted to end his varsity football career with a big win. That afternoon Reid single-handedly ran and passed Boys High to a thrilling 39-0 victory. Reid later wrote in his diary "God hates a quitter..." He had brought the High a 9-2 record in the Fall of 1901; but the championship was never his.

As the weather warmed, the baseball season began and Sammy put on his catching gear and further amazed fans, players, and scouts with his play. He earned himself a baseball scholarship to Princeton University in New Jersey.

Sammy left Boys High that June and went on to college. There he won a starting position in his junior year and made the All-Collegiate Baseball Team in his senior year.

Little is known of Sammy Reid's life until the start of World War I. After completing training he was sent to France. During a fierce battle, Sammy volunteered to help a group of wounded soldiers. While trying to get to them, he was hit by shell fire and was killed.

"SAMMY" PART II

Questions

1. In 1901, what high school had one of the toughest football teams in Queens?

(a) Erasmus High School

(b) DeWitt Clinton High School

(c) Poly Prep High School

(d) St. Paul's High School

2. In Part II we learn that Sammy Reid was:

(a) always injured by bigger players

(b) a better coach than a player

(c) a modest young man

(d) a quitter

3. The word advantage in paragraph 2 means:

(a) the score (b) the edge

(c) the time (d) the field

4. Which statement best describes the 1901 football season?

(a) a poor showing (b) an undefeated season

(c) a satisfying season

(d) a championship year

5. During the Annual Thanksgiving Day game, Sammy "single-handedly" defeated his opponent. What does "single-handedly" mean?

(a) he had an injured arm (c) he outplayed everyone on the field

(b) he didn't play at all (d) he played the game by himself

6. What sport did Reid become famous for in college?

(a) football (b) baseball

(c) track (d) basketball

7. What happened to Reid during World War I?

(a) He scared a group of soldiers.

(b) He was killed trying to save wounded soldiers.

(c) He escaped enemy capture.

(d) He trained soldiers.

(The following are examples of humor taken from Boys High Recorders from 1900-1904. The banner across the top of this page is a copy of the actual drawing used for these books.)

May I print a kiss upon your lips?
She nodded her sweet permission.
We went to press. I rather guess
We printed a large edition. (April 1902)

English Teacher - "Give us an example of a long sentence and a short one."

Smart Boy - "Ten years. Ten days." (October 1901)

"My son, did you eat the whole of this doughnut?"

"No, sir, I only ate what was around the hole." (1901)

Freshman - "I'm sorry I cut, professor, but really I couldn't get back. I had important business."

Professor - "Oh! You wanted two more days of grace (suspension), did you?"

Freshman - "No, sir, of Laura." (1901)

Chemistry Teacher - "What happens to gold when it is exposed to air?"

Student - "It's stolen." (1902 10th Anniversary Issue)

"Ah yes," said the cannibal chief, smacking his lips,

"He was really a good man." (February 1902)

Teacher - "How dare you swear before me?"

Pupil - "How did I know you wanted to swear first?"

(June 1902)

Teacher - "Who was Joan of Arc?"

Freshman - "Why -er-er... Noah's wife of course." (1903)

Teacher - "Willie, spell 'blind pig'"

Willie - (spelling) "B-L-N-D ... P-G."

Teacher - "My boy, you left out the 'I's'."

Willie - "If I put the eyes in, the pig would not be blind." (1903)

ALFRED A. TAUSK, "MR. BOYS HIGH"

ALFRED A. TAUSK: "MR. BOYS HIGH" PART I

Only one man in the entire history of our school has earned the right to be called "Mr. Boys High." After reading this remarkable story you will understand why.

The year was 1905. A small group of boys from Boys High decided it was time to form a drama club with their sister school, Girls High. That spring, an incredible Boys High athlete named Everrett Jessup made schoolboy track history by shattering two sprint records. The football team had finally beaten Erasmus High School after three disappointing years. And it was also the year a skinny, bespectacled boy named Al Tausk graduated.

Unlike most of the seniors that year who went on to business careers, Al Tausk made a pledge to return to his old High after completing a four year college teaching program. For Tausk, returning was like seeing a close friend again. His old principal gave Al a job in the language department. Tausk had indeed honored his pledge to return. He had found a home back at Boys High.

As a teacher, Mr. Tausk decided to model himself after the educator he had enjoyed having when he was a student. He did not want his job to end after class. Tausk believed a teacher should also be a friend. His sense of humor was a welcome relief from the rigors of learning. Mr. Tausk quickly earned the respect and love of his boys.

Following World War I, Alfred Tausk renewed his teaching career at the High. Little did he know that the most trying years of his career were still ahead. By the late 1920's America was being strangled by the power of the Great Depression. Times had never been harder.

To students, survival became more important than education. Now in his twenties, Tausk fought his own personal war against the Depression. He had to keep his boys alive spiritually. Often he would give his young men money so they wouldn't go hungry. Throughout those difficult years, Tausk did everything in his power to help students complete high school. In time, the Depression loosened its hold on life in America and many students were thankful to Mr. Tausk for his support and guidance.

In his 22nd year of service to Boys High School he was named principal. He had become the very first student in New York City history to advance from a teacher to the Principal of his alma mater. As principal, Tausk would strengthen his love for Boys High.

MR. BOYS HIGH - PART I

(Questions)

1. The word <u>pledge</u> in paragraph two means:

   (a) a memory (b) a promise

   (c) an idea (d) a guess

2. "Alfred Tausk decided to model himself after the educator he most enjoyed." The word model in this sentence means:

   (a) to copy (b) to decide

   (c) to laugh at (d) to join

3. In what department did Alfred Tausk teach?

   (a) Science (b) English

   (c) Language (d) Social Studies

4. How would you describe Tausk as a teacher?

   (a) difficult (b) unfriendly

   (c) devoted (d) weak

5. The story doesn't say, but we can tell that The Great Depression:

   (a) was not really as bad as people first thought

   (b) was the best thing that could have happened to Tausk

   (c) was the most difficult time of Tausk's early teaching career

   (d) was a way to have fun

6. The word <u>support</u> is paragraph 5 means:

(a) language (b) help

(c) school (d) party

7. How did Alfred Tausk make history?

(a) He was the youngest teacher in New York City.

(b) He was the best teacher in New York City.

(c) He was the first student ever to become principal of his old school in New York City.

(d) He was the first principal of a New York City high school.

8. A synonym is a word with the same or similar meaning as another word. In paragraph 3 there is a synonym of the word "teacher." It is:

(a) model (b) humor

(c) educator (d) student

ALFRED A. TAUSK. "MR BOYS HIGH" PART II

The war in Europe was growing. On the seventh day of December, in the fortieth year of Alfred Tausk's life at Boys High, World War II began. The future of the graduating class of 1941 was no longer in their hands. Most of the boys would surely be drafted.

Once more Principal Tausk had to find new strength to deal with the low spirits of his boys. As graduates marched off to war, Tausk anxiously awaited their safe return. Like a father he prayed for his departing sons.

The list of Boys High graduates killed in action grew each week of the long war. By the end of 1945, one hundred fourteen sons of Boys High had given their lives. Principal Tausk remembered those boys. He had seen their faces on the football field, in the library, or in the halls. For Tausk their memory would never fade.

Following the war, Principal Tausk decided to spend his last years trying to get a new school to replace the old Boys High building. Once the pride of Brooklyn, the Old High was over fifty years old and aging rapidly.

Years passed, and Tausk continued his efforts to win approval for a new Boys High. No one seemed convinced that the Bedford Stuyvesant area was in need of another high school. In the forty-fifth year of his association with the High, Tausk

made one final effort to get his dream school. He tried to unite citizens and past graduates to help him.

But, before he could organize his last attempt, Alfred A. Tausk died. Many say his inability to get a new school was a cause of his heartbreak and eventual death.

Nearly 25 years after Tausk's death, his dream school became a reality - the new Boys and Girls High School.

MR. BOYS HIGH - PART II

(Questions)

1. The word anxiously in paragraph 2 means:

   (a) calmly (b) easily

   (c) nervously (d) slowly

2. In paragraph 3 the word fade means:

   (a) fight (b) disappear

   (c) march (d) action

3. By the end of World War II how many Boys High School graduates had died in the war?

   (a) 114 (b) 140

   (c) 104 (d) The story does not say.

4. The word association in paragraph 5 means:

   (a) understanding (b) fame

   (c) a small group (d) being a part of

5. What was Principal Tausk's dream?

   (a) to be a teacher again (b) to see a new Boys High built

   (c) to bring girls to Boys High (d) to become a citizen

6. After his death, Alfred Tausk's dream school would still not be built for nearly:

   (a) 10 years (b) 20 years

   (c) 25 years (d) 40 years

7. As a student, teacher, and principal how many years of his life did Alfred Tausk spend at Boys High?

   (a) 64 years (b) 45 years

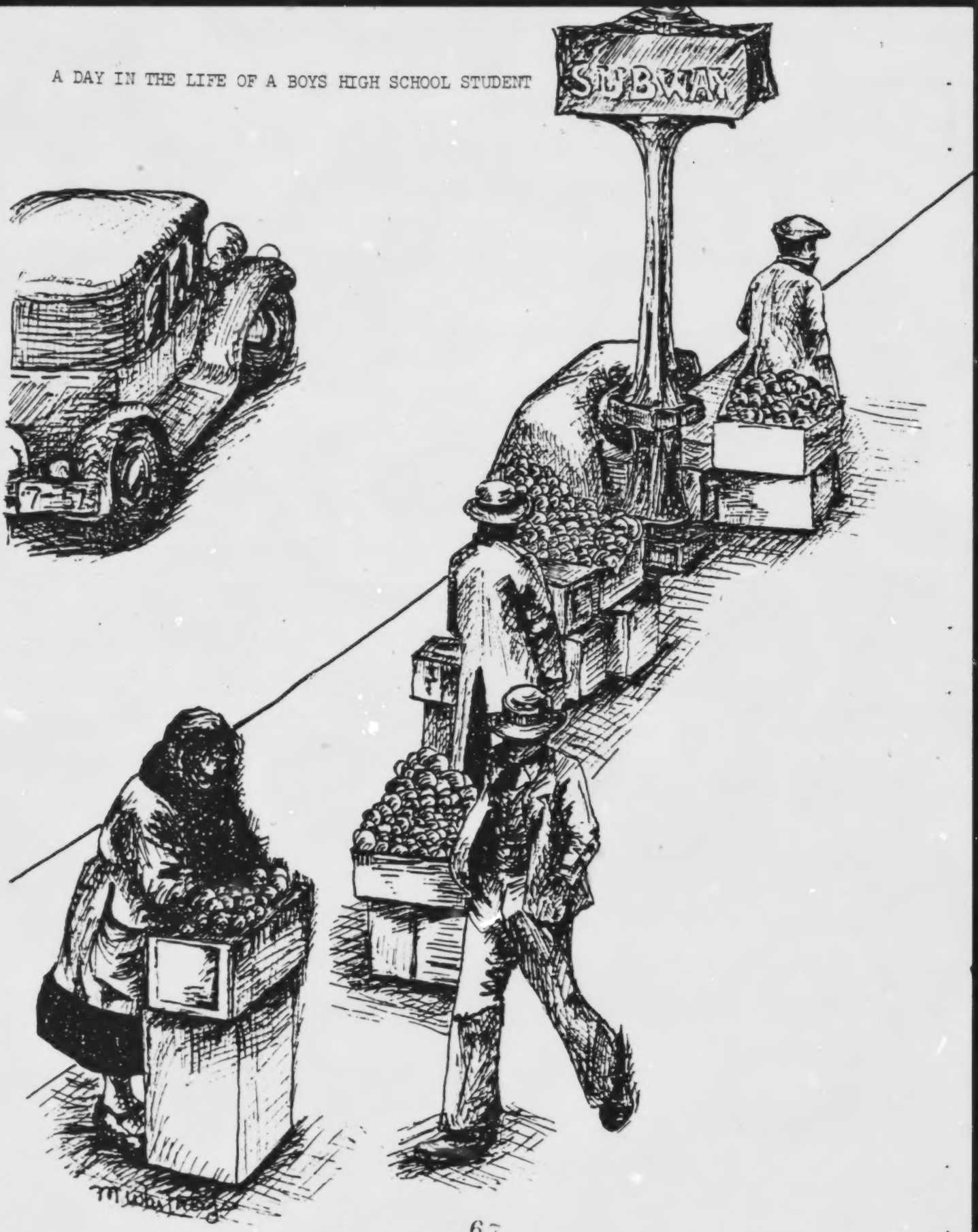
   (c) 40 years (d) 50 years

8. Antonyms are words that have opposite meanings. In paragraph 7 of this story there are 2 words that are antonyms. They are:

   (a) Today and after (b) years and after

   (c) dream and reality (d) nearly and after

A DAY IN THE LIFE OF A BOYS HIGH SCHOOL STUDENT



A DAY IN THE LIFE OF A BOYS HIGH SCHOOL STUDENT: 1933

PART I

This is an actual account of a typical day in the life of a Boys High School senior during the Depression.

It was one of those winter mornings when no matter how much you slept, you still felt tired. The evening snowfall had slowed to flurries. Through the rusty grating of the fire escape, I could see men unloading a Long Island Railroad train. Wind was whipping the loose snow up and down Junius Street.

After getting dressed for school I went into the kitchen where my mother was busy preparing breakfast. Father was already out selling hats and dresses on a downtown Brooklyn corner. Each afternoon, he hurried to Coney Island to sell hot dogs at Nathan's Restaurant. My father worked twelve hours a day.

This morning I sipped my coffee slowly trying to wake up. Mother said nothing and went about her household chores. She had changed a great deal during the last year and she seemed to be crying from within. My brother, who had graduated from high school in 1931, had planned to be a lawyer. Unable to go to college, he too was out working at this early hour. Some days he would join father to sell clothing; other days he went from door to door selling furniture polish.

Everyday I walked nearly four miles to Boys High School. Several of my friends also went to the High and together we journeyed along Atlantic Avenue, down Fulton Street, and over to Marcy Avenue. Walking to and from school enabled me to save ten cents a day. I used my savings to go the local theater where I saw my favorite Hollywood stars Charlie Chaplin, Lon Chaney, Jr., and Douglas Fairbanks, Sr.

A DAY IN THE LIFE ..... PART I

(Questions)

1. In part I of this story we learn that the boy's father has how many jobs?

   (a) no jobs
   (b) two jobs
   (c) one job
   (d) three jobs

2. The boy's mother said nothing to her son and went about her household chores. The story doesn't say so, but we can conclude that she is very:

   (a) old
   (b) lazy
   (c) unhappy
   (d) sleepy

3. What does the boy's older brother do to make money?

   (a) he goes to college
   (b) he is a lawyer
   (c) he is a door to door salesman
   (d) he sells hotdogs

4. In paragraph 4, the word <u>enabled</u> means:

(a) refused (b) walked

(c) allowed (d) planned

5. What does the boy do with the ten cents he saves every day by walking to Boys High School?

(a) He buys candy. (b) He goes to the movies.

(c) He buys books. (d) He buys apples.

6. The story really doesn't say so, but why do you think the older brother did not go to college?

(a) His grades were too low.

(b) He enjoyed being a salesman.

(c) He was too poor.

(d) He decided not to become a lawyer.

7. A compound word is two separate words combined to make another word. The word "afternoon" in paragraph 2 is a compound word. Which one of the following compound words does not appear in Part I of this story?

(a) snowfall (b) railroad

(c) schoolbus (d) downtown

A DAY IN THE LIFE ... PART II

On a cold, windy day like today I had second thoughts about saving a dime. On the way, we often saw friends of ours who were forced to leave school to go to work . Sometimes we saw them with their fathers, on Atlantic Avenue, selling apples or clothing. Even at this hour of the morning, small children might be standing outside a grocery store on Fulton Street begging for food.

A few of my friends never admitted it, but they came to school just to be in a warm building. Others came hoping to receive charity from teachers at the High. As students gathered in front of the school they spoke about everything from the big basketball game that afternoon, to the surprise quiz in science, or about the young lady from Girls High School they met the night before.

The warmth in the building was a welcome relief from the cold. Completing my senior year meant that I had to work especially hard to keep my grades up. I dreamt about studying medicine at City College, but feared that I would meet the same fate as my older brother. I didn't want to think about it.

Most of my classes were all right. I hated my math instructor and often used his class to catch up on sleep. Many of the boys at the High were also very poor, and were not eating properly. They were getting sicker as the winter wore on A few students

would come to lunch and not eat. They said they weren't hungry, but their eyes told a different story.

Yet, there were others who had never felt the sadness or hardships of the depression. They were the lucky ones. All my friends knew about poverty even before the depression.

Most of us matured quickly during the early 1930's. We learned the meaning of survival. We saw things no one before or after us would ever see again. Some of us grew spiritually stronger and some of us were broken under the strain.

A DAY IN THE LIFE ..... PART II

(Questions)

1. On the way to school what did the boy see?
   (a) his father selling apples on a corner
   (b) friends and their fathers selling apples and clothing
   (c) little children begging for food
   (d) B and C are both correct answers

2. The word charity in paragraph 2 means:
   (a) help,usually in the form of money, food, or clothing
   (b) good grades and free text books
   (c) better teachers
   (d) free apples and books to read

3. Why did some very poor boys come to school everyday?

   (a) to talk about girls

   (b) to keep warm

   (c) to steal money from teachers

   (d) to see their friend selling apples

4. Why do you think that many of the boys at the High were getting sick that year?

   (a) They were not eating properly.

   (b) They were not dressed warmly enough because they could not afford warm coats.

   (c) The school was cold.

   (d) A and B are both correct.

5. In paragraph 5 the word <u>hardships</u> means:

   (a) strong boats (b) happiness and comfort

   (c) cold weather (d) difficulties one had to live with

6. According to part II of the story the boy telling about his life is in what year at the High?

   (a) Freshman (b) Sophomore

   (c) Junior (d) Senior

7. The word <u>matured</u> in paragraph 6 means:

   (a) died (b) graduated

   (c) grew up (d) passed all our classes

8. Which phrase below contains a word related to "poor"?

   (a) felt the sadness (c) were the lucky ones

   (b) knew about poverty (d) before the depression

A DAY IN THE LIFE ... PART III

Darkness came quickly in the winter. The long walk back to Junius Street from Bedford-Stuyvesant usually ended after sundown. Some evenings my friends and I would play touch football under the street lights. Tonight it was too cold and I was far too tired.

Mother greeted me with a bowl of her Polish-style chicken soup. My brother was listening to music on the radio. Father would not be home for several hours, so the three of us sat down to dinner. Tonight we were fortunate enough to have a "day old" loaf of bread that mother paid only four cents for. We could not afford a fresh loaf. Left-over chicken and baked potatoes were on the menu.

After dinner my brother spoke of his sales. He told about some of the things he had seen that day while working. Then he would go off to read his law book and I would do my homework.

At 9:30 P.M. father arrived and mother reheated dinner. My parents spoke infrequently during dinner, but this night my father told her about a man he had seen that afternoon at the restaurant. The man, he explained, was searching through the restaurant's garbage pails for scraps of food because he was starving. Father said he wanted to help the man, but feared he would lose his job if he did.

During the winter of '33, father usually read passages from the Psalms and the Book of Job. Sometimes he would begin reading aloud, perhaps hoping God would hear him and perform a small miracle. It never came.

A DAY IN THE LIFE ... Part III

(Questions)

1. The word fortunate in paragraph 2 means:

   (a) hungry (b) sad

   (c) unlucky (d) lucky

2. In paragraph 4 the word infrequently means:

   (a) not often (b) all the time

   (c) as often as possible (d) never

3. Why was the man in the father's story eating out of a garbage can?

   (a) He liked hot dogs. (b) He was too cheap to pay.

   (c) He was poor and starving. (d) He enjoyed eating scraps.

4. Why didn't the father help the man?

   (a) He didn't want to lose his job. (b) He hated garbage pickers.

   (c) He didn't see the man. (d) He did help the man.

5. When his older brother went off to read his law books, the younger brother:

   (a) went to sleep (b) listened to music

   (c) did his homework (d) washed dishes

6. What did father do before he went to sleep?

   (a) drank some tea (b) did exercises

   (c) talked to his wife (d) read the Bible

7. While reading this story about life in 1933 we notice that there is no mention of which of the following:

   (a) movies (b) television

   (c) radio (d) books

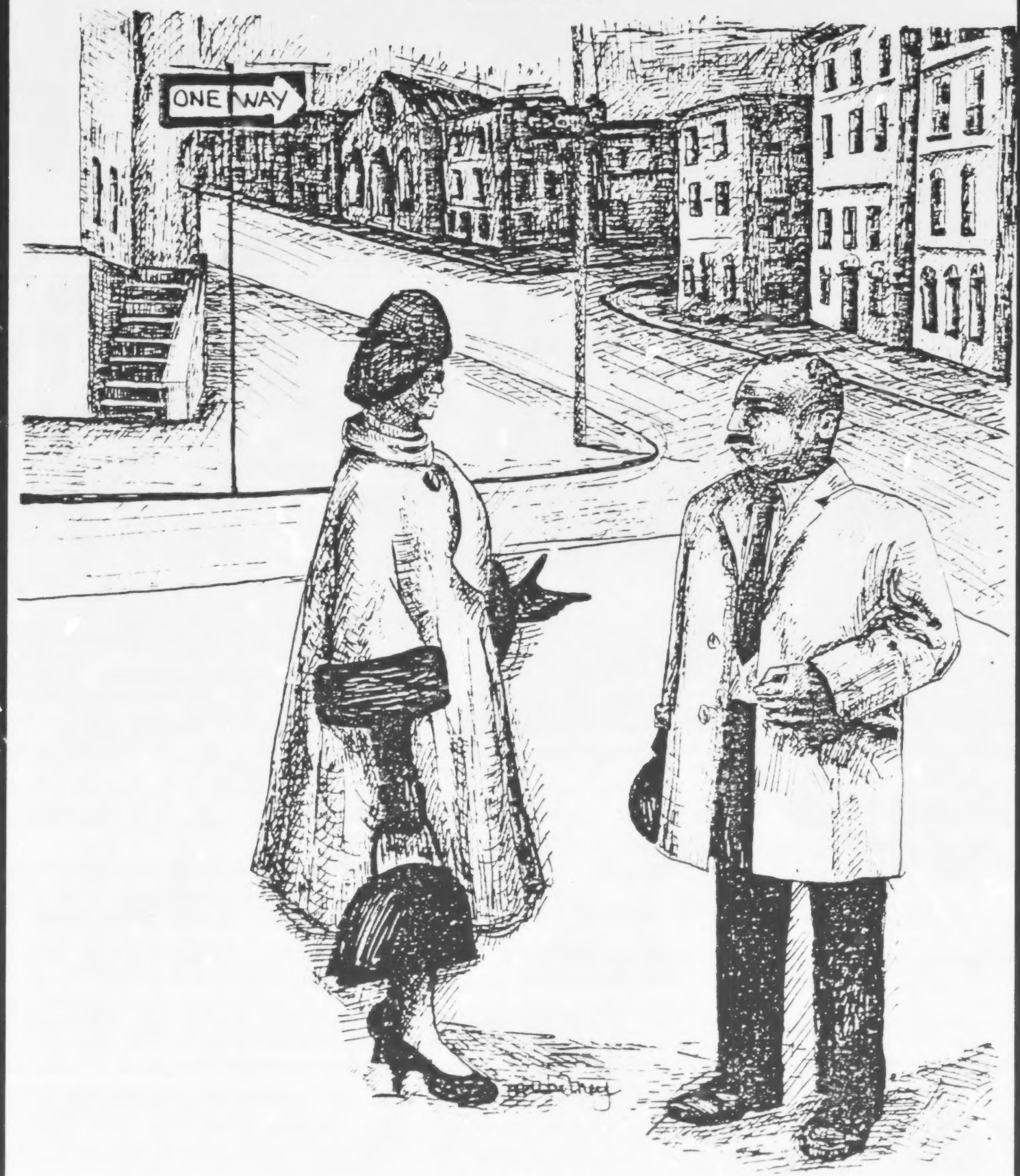
8. After reading this story we can conclude that:

   (a) It had a happy ending.

   (b) Everyone in the story died.

   (c) It had a sad ending.

   (d) It had an exciting ending.


ONE WAY

SHIRLEY CHISHOLM - PART I

Election Day, November 5th, 1968. The sun was setting on the Bedford-Stuyvesant community. Along Fulton Street and most of the side streets, election posters filled walls and poles. Among the thousands of signs were many that read: SHIRLEY CHISHOLM FOR CONGRESS. The campaign for the 12th Congressional District seat was a long and difficult one. James Farmer, Republican/Liberal candidate, and Ralph Carrano of the Conservative party were running against the first black woman in American history to seek a Congressional office. The final decision was now in the hands of the voters. Six more voting hours remained.

Shirley Chisholm, her husband Conrad, and friends could only wait nervously for the voting results. Who was this remarkable woman? This is her story.

March 1934, a boat bound for America steamed out of Bridgetown harbor in Barbados, West Indies. Young Shirley St. Hill was returning to her place of birth, Brooklyn. She was too young to remember anything about the city. With her on that voyage were her sisters Odessa and Muriel. They were still too small to understand the sadness of leaving their grandmother's farm.

In Brooklyn, Charlie and Ruby St. Hill prepared for their daughters return. It was an exciting and trying time for them. Only a coal stove in the kitchen of their four-room apartment at 110 Liberty Avenue heated the St. Hill's home. On very cold days the girls stayed in bed. Shirley missed the warm tropical sun and the beautiful flowers of Barbados. Trees in New York had no fruit. There were no gardens. She had never seen such tall buildings in her life. It was going to be hard to adjust to city life.

Mrs. St. Hill soon took Shirley for walks around the community to make her familiar with the streets. The noises of cars, buses, trucks, and trains scared her. Eventually, Shirley ran errands for her mother. Often she would walk to a store and forget how to get home. Neighborhood policemen would escort her back to 110 Liberty Avenue. Gradually, Shirley learned her way around.

Once in school, Shirley found it difficult learning American history after she had spent so long studying British history. The Declaration of Independence. the American Revolution, and the Civil War were all new to her.

During the Depression, Charlie St. Hill worked long hours at a factory loading heavy bags. Each night he returned home tired and sore. Shirley knew that her father was doing this for the family and she worked hard too. Many afternoons she stayed in school until she was sure she knew all her work.

Winters had become unbearable for the St. Hills on Liberty Avenue and in 1936 they moved to 420 Ralph Avenue in Bedford-Stuyvesant.

SHIRLEY CHISHOLM - PART I

(Questions)

1. Where was Shirley Chisholm born?

   (a) Brooklyn, New York
   (b) Bridgetown harbor
   (c) Barbados, West Indies
   (d) The story doesn't tell you.

2. Why was it difficult for Shirley to adjust to New York City life?

   (a) the cold weather
   (b) Street noises scared her.
   (c) unfamiliar streets
   (d) All the answers are correct.

3. The word errands in paragraph 5 means:

   (a) races
   (b) chores
   (c) in circles
   (d) distances

4. Why did Shirley find it so difficult to learn American history in school?

   (a) because she did not know how to read
   (b) because she hated American history
   (c) because she had learned British history in Barbados
   (d) because she did not like her teachers

5. In paragraph 8 the word <u>unbearable</u> means:

   (a) difficult (b) unknown

   (c) unfamiliar (d) unsuccessful

6. After reading part I of this story we can conclude that:

   (a) Shirley's family was rich.

   (b) Shirley's family was poor.

   (c) Shirley worked in a factory.

   (d) Shirley was born in Barbados, West Indies.

7. Compound words are separate words joined together to form another word. In this story the word "afternoon" is a compound word. Which of the following compound words does <u>not</u> appear in this part of the story?

   (a) grandmother (b) policemen

   (c) anything (d) classmates

SHIRLEY CHISHOLM - PART II

Bedford-Stuyvesant in 1936 was a fifty percent black community. Shirley and her sisters heard racial slurs for the first time in their lives. In those days many southern black families came to New York City. Many found a new home in Bedford-Stuyvesant. Back then, no one talked of black power or black pride. Anger remained within and those who dared to voice their frustrations did it among themselves.

Throughout the Depression, life worsened for the poor. The eighteen dollars Mr. St. Hill made each week barely paid the bills. Shirley's mother had to do something to help out. One morning, she went off and when she returned she had a job as a maid. She would work for forty cents an hour.

While her mother was at work, Shirley cared for her sisters. Each afternoon she would leave her junior high school, run to P.S. 28 and pick up Odessa and Muriel. The girls would hurry home for lunch. Then Shirley would take them back to their school and run back to her own. She was usually late.

By 1939 her family had moved again. Now the St. Hills lived at 316 Patchen Avenue. Shirley's father served as the building janitor in order to live rent free. She was now attending highly regarded Girls High School on Nostrand Avenue. That year nearly half the school's enrollment was black.

During the late 1930's many more ambitious blacks moved into the community. Houses built for two families now contained three or more. Bedford-Stuyvesant was growing crowded.

Shirley St. Hill was blessed with a strong desire to learn. Few girls dated then and much of her time was spent reading. In class she enjoyed studying about famous American women. Among those were Mary McLeod Bethune, the famous black educator, Susan B. Anthony, the pioneer leader for woman's rights, and Harriet Tubman, the black woman known as "Moses."

Harriet Tubman was her favorite. Shirley excitedly read of her close escapes and raw courage. As she continued to read about her and other famous women, Shirley wondered why none of them had ever gone on to high offices in the United States government. She questioned why no black had ever been elected President. Women, she felt, were just as smart or smarter than men. Why then weren't there more women leaders?

Shirley graduated from Girls High School in 1942, but was unable to accept scholarships to schools far away because there wasn't enough money for living expenses. She decided to enter Brooklyn College. When she finished she went on to work in a child care center.

One Saturday evening at a dance Shirley met a young Jamaican man named Conrad Chisholm. A year later they married and together they would face the challenges that lay ahead.

SHIRLEY CHISHOLM - PART II

(Questions)

1. Which one of the following events does <u>not</u> take place in Shirley's life in part II of the story?

   (a) She attends and graduates from Girls High School.

   (b) Her mother is forced to get a job.

   (c) She accepts a scholarship to a college out west.

   (d) She marries.

2. In part II of this story we learn many things about Bedford-Stuyvesant. One of these facts about the community is <u>not</u> correct. Which one is it?

   (a) In 1936 everyone in Bedford-Stuyvesant was black.

   (b) Many southern families came to New York in the 1930's.

   (c) There was really no such thing as black power then.

   (d) The community was growing crowded in the 1930's.

3. The word <u>frustration</u> in paragraph 1 of Part II means:

   (a) joy and happiness (b) failing hopes

   (c) family history (d) sickness

4. In paragraph 4, the word <u>enrollment</u> means:

   (a) a small roll (b) test grades

   (c) the age of school (d) school population

5. After reading about famous American women, what did Shirley question?

((a) how old the women were when they became famous

(b) why they never became government leaders

(c) why women, who are weaker than men, did not stay at home

(d) why men allowed these women to become famous

6. The word ambitious in paragraph 5 means:

(a) willing to work hard (b) lazy

(c) tired and needing rest (d) angry

7. A famous woman in American history was known as "Moses." Who was she?

(a) Shirley Chisholm (b) Mary McLeod Bethune

(c) Harriet Tubman (d) Susan B. Anthony

SHIRLEY CHISHOLM - PART III

After spending many years helping local black politicans win their elections, several of Shirley's friends suggested that she make a bid for a political office. She had remembered the nights she had dreamt about those famous woman leaders. Could she become one of them?

At the age of forty, Shirley Chisholm was elected the first black woman to hold public office in Brooklyn. She was now Assemblywoman Chisholm. During her years as a member of the New York State Legislature, she made her voice known. Never once did she forget the citizens of her Bedford-Stuyvesant.

But with time another political office tempted Shirley Chisholm, the 12th Congressional District seat. One evening, eight years after winning her first election, while Shirley Chisholm was at home preparing her campaign, her doorbell rang. Shirley opened the door and was greeted by an elderly black woman holding an envelope. She handed Shirley the envelope explaining that this was a political contribution from community members. Inside the envelope was $9.62 in coins. Shirley stood there as tears rolled down her cheeks. Now she was more determined than ever to win that congressional election.

The voting places in the 12th Congressional District closed at 10:00 P.M. that election day in 1968. The final results were:

Shirley Chisholm (Democrat) 35,239 votes
James Farmer (Republican/Liberal) 13,615
Ralph Carrano (Conservative) 4,079

The people had made their choice and Shirley Chisholm had made history. She had become the first black woman ever elected to the United States Congress.

SHIRLEY CHISHOLM - Part III

(Questions)

1. All of the following are accomplishments by Shirley Chisholm except:

   (a) She was the first black woman elected to an office in Brooklyn.

   (b) She was the first black woman in Congress.

   (c) She was the first Girls High School graduate.

   (d) She was the first black assemblywoman from Brooklyn.

2. According to the story, who suggested that Shirley try to win a political office?

   (a) her friends

   (b) James Farmer

   (c) the President of the United States

   (d) a teacher from Girls H.S.

3. How do you think Shirley felt when she discovered the $9.62 in the envelope?

   (a) She wanted to give it back.

   (b) She felt angry.

   (c) She was overcome with joy and sorrow.

   (d) She was hurt and embarrassed.

4. The word contribution in paragraph 3 means:

   (a) a giving or offering

   (b) a taking away of something valuable

   (c) a sad moment

   (d) a problem or worry

5. In paragraph 2 of part III we learn what kind of leader Shirley Chisholm is. The best way to describe her leadership qualities would be:

   (a) quiet and a follower

   (b) not afraid to voice her opinion

   (c) not concerned with her voters

   (d) A and C are correct answers.

6. Now that you have completed the story of Shirley Chisholm how would you describe her life?

   (a) It was not exciting or important.

   (b) She was born and raised in New York City.

   (c) She grew up knowing poverty but didn't let that stop her.

   (d) She gave up on life at an early age.

ISAAC ASIMOV, THE HUMAN WRITING MACHINE

THE HUMAN WRITING MACHINE

> He had steeled himself just a little for the Jump through hyper-space....The Jump remained... the only practical method of travelling between the stars. Travel through ordinary space could proceed at no rate more rapid than that of ordinary light... and that would have meant years of travel between the nearest inhabited system.*
>
> Isaac Asimov
> from Foundation - 1951

This passage was taken from the works of the world famous author Isaac Asimov. During his fantastic writing career he has published books about science-fiction, science, history, religion, geography, literature, and humor. He is a Boys High school graduate and this is his story.

Every morning, Isaac Asimov pulls down the blinds of the workroom in his Manhattan apartment. For the next 12 hours he does one of the few things he truly enjoys in life - he writes. Each day of the week he follows this schedule. This devotion to his work has earned him the name, "The human writing machine."

The story of Isaac Asimov began the way the story of most European immigrants began. Like many Russians during the first twenty-five years of the century, the Asimovs decided to come to America. Mr. and Mrs. Asimov and their three-year-old son Isaac came to New York and settled in Brooklyn.

*Reprinted by permission of Doubleday & Co.

Isaac's father opened a small candy store in the neighborhood. When he was old enough, Isaac helped his father. As the young boy matured, his taste for reading material turned to the science-fiction magazines in the store.

Science fiction magazines would set Isaac's mind on fire with dreams of space travel, creatures from other worlds, and mysterious adventures.

When he was nine years old Isaac wanted to write his own stories. One day, he purchased a five-cent notebook and began filling the pages. When he was finished he had written a mystery story entitled "The Greenville Chums at College."

As a skinny teenager, Isaac Asimov attended Boys High School. His grades were excellent and he was able to graduate when he was fifteen years old. Still too young for college, he decided to continue writing. Seeing his son's love of writing, Mr. Asimov bought his boy a typewriter.

In less than three years Isaac completed his first science-fiction story. Could he get it published?

One science-fiction magazine editor read his story and told Isaac he had a fantastic imagination, but his writing style still needed improvement. Isaac received a dozen more rejections of his story before it was finally accepted for publication. His career was on its way.

Since that day, Isaac Asimov has had no trouble publishing over 200 books. At the 1966 World Science Fiction Convention, he received the highest honor for a science-fiction writer —

the Hugo Award for his book, Foundation.

Looking to the future, Isaac Asimov explains that once we use up all our natural resources, life on Earth will not be like it is now. He warns us that the great increase in the world's population may be the downfall of human life. We must wake up before it is too late!

THE HUMAN WRITING MACHINE

Questions

1 - What country did the Asimov family leave to come to the U.S.?

(a) New York (b) Russia

(c) England (d) The passage does not tell us.

2 - How did Isaac's father make a living?

(a) He wrote books. (b) He owned a candy store.

(c) He taught at Boys High School. (d) He sold typewriters.

3 - The word schedule in paragraph 1 means:

(a) a story to read (b) a decision to make

(c) a planned order of activities (d) a gathering

4 - In paragraph 6 the word rejections means:

(a) refusals (b) to understand

(c) to take gladly (d) to sell

5 - How old was Isaac Asimov when he wrote his first story?

(a) 3 years old (b) 5 years old

(c) 7 years old (d) 9 years old

6 - According to the story we read, we know that Isaac Asimov is:

(a) a world famous author (b) an editor of a science fiction magazine

(c) a high school teacher (d) a space traveller

7 - If a synonym is a word that has the same or a similar meaning, then the word "purchased" in paragraph 4 has a synonym in paragraph 5. What is it?

(a) graduate (b) decided

(c) continue (d) bought

8 - Isaac Asimov warns us that the world is getting too:

(a) fat (b) overcrowded

(c) wet (d) quiet

9 - A compound word is made up of 2 separate words combined to make another word. In this story the word "downfall" in paragraph 9 is a compound word. Which one of the following compound words does <u>not</u> appear in this story?

(a) notebook (b) typewriter

(c) spaceman (d) workroom

I REMEMBER GIRLS HIGH SCHOOL: AN INTERVIEW - PART I

The interview you are about to read was formulated from an actual conversation with an alumna of Girls High School. Our discussion took place on January 24, 1979. I will refer to the person interviewed as Marie.

Interviewer: What years did you attend Girls High School?

Marie: I attended Girls High from 1934 to 1938. That was during the Depression period.

Interviewer: How did the Depression affect your family?

Marie: Times were hard. We had food on our table every night. Beans were served every meal. My parents were both Italian immigrants. Dad ran a tailorshop in the Brooklyn Heights area where we lived. Compared to the lives of others around us we considered ourselves pretty lucky.

Interviewer: How did the Depression affect you personally?

Marie: Most of the girls worked after school. The most sought-after job was a sales clerk in a department store. As for me, I worked in a butchershop part time. Most nights I could take home some extra meat for my family.

Interviewer: How did you spend the money you earned?

Marie: I guess I bought clothes mostly. Occasionally some friends and I would go to a movie. Clark Gable was my favorite star.

MARIE, A 1938 GRADUATE OF GIRLS HIGH SCHOOL

Interviewer: During the 1930's what else did you do for entertainment?

Marie: Understand that very few girls dated. I remember the big thing was reading Gone With the Wind by Margaret Mitchell. Each girl had her own copy and would stay up late at night to read. It's like "stories" on T.V. now. We had no T.V. then. The next day we all got together to talk about the parts we read the night before.

Interviewer: Did you listen to much radio?

Marie: Jack Armstrong - the All-American Boy (Pause) I loved his voice - it was so sexy (grinning). He was on 5:15 P.M. I think. I listened every night to music (Pause) "The Lady in Red" and "I'm in the Mood for Love" were the songs then. (Pause) I did take guitar lessons for awhile - couldn't afford piano lessons.

Interviewer: What kind of clothing did you wear then?

Marie: Well, nearly every girl wore bobby socks and flat-heeled moccasins. We wore very little make up. Everyone wanted curly hair (laughing). I remember getting up early some mornings before school to "hot-iron" my hair. All the movie stars had curly hair. We wanted it too.

Interviewer: What was it like at Girls High School in the 1930's?

Marie: You've got to understand that girls in those days had one thought in mind - graduate, get married, have a family, etc. There were a few girls who went on to college and careers. The role of a woman then was to have a family.

I REMEMBER GIRLS HIGH SCHOOL - PART I

(Questions)

1. What years did Marie attend Girls High School?

   (a) 1979-1983 (b) 1975-1979

   (c) 1934-1938 (d) The interview does not say.

2. Which of the following facts about Marie's family is <u>not</u> true according to the interview?

   (a) They were quite wealthy.

   (b) Her parents were both Italian immigrants.

   (c) Her father ran a tailor shop.

   (d) They lived in Brooklyn Heights.

3. According to Marie, what was the one job most of the girls wanted after school?

   (a) tailor shop job (b) butcher shop job

   (c) department store sales clerk (d) movie star

4. Who was Marie's favorite movie star?

   (a) Clark Gable (b) Jack Armstrong

   (c) Margaret Mitchell (d) She doesn't tell us.

5. "The Lady in Red" and "I'm in the Mood for Love" were two:

   (a) radio shows (b) popular movies

   (c) T.V. shows (d) popular songs

6. Which of the following statements is <u>not</u> mentioned in the interview (part I)?

   (a) "We wore very little make up."

   (b) "We had no T.V. then."

   (c) "I worked as a department store sales clerk."

   (d) " I listened every night to music."

7. According to Marie, most girls in those days wanted:

   (a) to go to college

   (b) to marry boys from Boys High School

   (c) to marry and start a family

   (d) to be a movie star with curly hair

8. We can conclude from part of the interview that the role of woman since the 1930's:

   (a) has changed greatly

   (b) has changed

   (c) has never changed

   (d) has been to become movie stars

9. From this part of the interview we learn that certain things did not exist in the 1930's. Which of the things did <u>not</u> exist according to the interview information?

   (a) a college education

   (b) department stores

   (c) marriage

   (d) television

I REMEMBER GIRLS HIGH SCHOOL: AN INTERVIEW - PART II

Interviewer: Can you remember any school activities?

Marie: (Pause) There were "the stunts."

Interviewer: What were the stunts?

Marie: Well, when a girl entered Girls High her whole class was given a color tie. There were red ties, green ties, blue ties and yellow ties. Blue and yellow were the school colors. Anyway, you kept that color all through school and when you were graduated you wore your color tie. Ours was red. Oh, yes the stunts. These were the yearly activities. Each grade put on a show in the assembly. Some of the shows were really well done. When our class graduated we had a red tie Senior Day. We got together and wrote a song. Well, we really didn't write one; we changed the words from a popular song.

Interviewer: Can you remember any of the song?

Marie: (Long Pause) O.K. (pause)
"We re shirking our way through high school
We're breaking every nice rule that they never
really ought to formulate.
We work for years and years to get a white diploma
And then it hangs upon the wall of home sweet home.
(Pause)
We've gotten an education.
We've filed an application in every Kress and
Woolworth's 5 & 10
Oh you gotta know your Cicero, your Hannibal and
Caesar
To turn the crank and fill the tank
And say "How many please, sir?"
Our red ties may be lost to you
For us they'll never fade.
Although we've shirked our way through
History had been made

Interviewer: That's amazing. I can't believe you really memorized it.

Marie: It's part of me(smiling).

Interviewer: Can you remember any other activities?

Marie: Dating was almost forbidden.
We socialized little with boys.
But when we did, we got together
with the guys from Boys High.
We had parties. We played
"post office" and had "mock
weddings." Believe it or not,
it's true. (Pause)
Once a week, I think it was Friday,
we had Assembly Day.
All the girls wore navy skirts and
midi-blouses (midshipmen)
We'd wear our ties.

Interviewer: Do you remember any girls you went to school with?

Marie: (Pause) There was this girl named Jane. She was very wealthy and everyone liked her. (Pause)Ellease. Her father was a Deacon of a church. She was black. There was no color barrier at Girls High. That I can remember.

Interviewer: What about teachers? Can you remember any of them?

Marie: There were all women teachers as far as I remember. They were pretty nice. Most were quite understanding Few teachers or students left school at the end of the day. Many teachers spent hours after school working with students. Those girls who did stay usually stopped by the Woolworth's on Fulton Street for a chow-mein sandwich on a bun.

Interviewer: Can you remember who the principal of Girls High was?

Marie: Yes, she had a beautiful name. Her name was Rowena Keyes. (spelling) K-E-Y-E-S, pronounced "KIZ." She was a nice lady.

Interviewer: It seems that those school days left quite an impression on you.

Marie: They were hard times, but also good times. You really don't forget them that easily.

Interviewer: Thank you for spending this time with me. You've been a great help.

Marie: Thank you.

(Questions)

I REMEMBER GIRLS HIGH SCHOOL - PART II

1. Which of the following facts about the "ties" is <u>not</u> true according to the interview?

   (a) The ties were red, blue, green and gold.

   (b) The ties were worn on senior tie day.

   (c) Each class had its own tie colors.

   (d) Marie's class tie was red.

2. According to Marie, "the stunts" were:

   (a) yearly shows put on by students

   (b) yearly shows put on by teachers

   (c) tricks students played on teachers

   (d) games Girls High students played on Boys High students

3. In Marie's class song the lines, "To turn the crank and fill the tank/And say 'How many please, Sir'", probably means:

   (a) The girls would fill water tanks for firemen.

   (b) The girls would find jobs at gas stations pumping gas.

   (c) The girls would say this at the butcher shop.

   (d) The girls took fish tank filling classes at Girls High School.

4. When Marie says that "dating was almost forbidden," she means:

   (a) Dating was not really allowed.

   (b) Dating was the only socializing the girls were allowed to do.

   (c) Dating was too exciting to talk about.

   (d) Dating was no fun.

5. Which fact about most of the teachers at Girls High School is true according to Marie?

   (a) They hated the students.

   (b) They often stayed after school helping students.

   (c) They ate chow-mein sandwiches on a bun.

   (d) They left school early.

6. After reading this interview, the best way to describe life at Girls High School during the 1930's would be to say that.

   (a) The Depression was fun.

   (b) The Depression made life difficult, but life at school was enjoyable.

   (c) Dating was better in the 1930's than it is now.

   (d) Only the very poor girls had the most fun.

NEW YORK

The towers, massive in the sun,
Copper plated, point like fingers
Up to heaven, and like glist'ning
Swords pierce through the hearts
of cloudlets.

And below you, through your
bowels
Screeching, turning, thundering
onward:
I.R.T., B.M.T., Independent,
El, and Subway.
Life-blood pulsing through your veins
Watch your step, please.
Next stop Essex! Next stop
Fulton!

From a poem by A. Coonin - Literary Recorder June 1940

TRIBUTE TO BOYS HIGH SCHOOL
50th BIRTHDAY

April 2, 1942

To the present generation of Boys High School, I would say this brief word. You have many advantages, especially in the way of physical equipment, which we did not enjoy. ... You have a modern gymnasium a good library, medical care, advisors, deans, and many other helps, material and spiritual which no one in our day dreamed of. Take full advantage of these and be grateful for them... Prove yourselves worthy of it by ever fortifying and enriching it, so that those who will follow you will be just as proud of you as we are of the men who builded so well back in the "gay nineties."

Edwin H. Zeydel
University of Cincinnati, Ohio

May 23, 1942

And the further I move on in life,
the more I appreciate what my high school
education meant to me.....
It is a debt we can never repay.

Justice Meier Steinbrink
(freshman student - 1893)

MICKEY FISHER AND HIS KANGAROOS

Three seconds....two....one...the buzzer sounded. The game was over and the fans were going wild. The Madison Square Garden Scoreboard told the final score of the New York City 1959 PSAL Basketball Championship Game:

Boys High School - 74
Commerce High School - 58

It was the end of an incredible high school basketball season. The victorious team surrounded their small, gray-haired coach. They knew he was something special. Many called him a legend. His name was Mickey Fisher.

Coach Fisher knew what winning was all about. Before he had taken over as basketball coach at Boys High School, the city championship trophy had not come to the school in thirty-five years. Once on the scene, Fisher brought three city titles and two runner-up finishes to Boys High School in five years! His teams had won no less than seventy-one straight games without a single loss.

Coach Fisher discovered the perfect combination of school yard style basketball widely used in the Bedford-Stuyvesant area and teamwork to build a basketball dynasty unmatched in New York City PSAL history. The Fishermen, as they were called, became famous for their stubborn defense, fast break offense, and dazzling aerial jump shots and passes.

Few students at Boys High School could even try out for the Kangaroos unless they could dunk the ball! Coach Fisher used the fantastic jumping ability of his squad to worry opposing teams. Before each game most of the thirteen players put on a dunking exhibition that rivaled the feats of the Harlem Globe Trotters.

Being a member of the Boys High School basketball team made one an instant neighborhood celebrity. But each afternoon, the glamor wore off as the team gathered in the dark, run-down gymnasium at the Marcy Avenue School to practice defensive drills and offensive plays.

The "second-stringers" knew they could have started for any other high school team in the area, but just being a Kangaroo was honor enough.

When the Boys High School team lost a game it made newspaper headlines, because in over four and one half years they had lost only one game. This was the kind of team Mickey Fisher coached. He and his Kangaroos remain legends in high school sports history.

MICKEY FISHER AND HIS KANGAROOS

Questions:

1. Before Mickey Fisher coached basketball there, Boys High School had not won a City Championship in :

   (a) 100 years (b) 13 years

   (c) 35 years (d) 74 years

2 - Most students couldn't try out for the Kangaroos unless they

(a) were a neighborhood celebrity

(b) saw the Harlem Globe Trotters play

(c) played schoolyard basketball

(d) could make dunk shots

3 - A synonym is a word that has a similar meaning to another word. In this story the synonym for the word squad is:

(a) basketball (b) team

(c) coach (d) trophy

4 - In paragraph 3 the word dazzling means:

(a) easy (b) slow

(c) exciting (d) stupid

5 - The word exhibition in paragraph 4 means:

(a) a show (b) a team

(c) a tryout (d) a win

6 - We can conclude from reading this story that Boys High Schools basketball teams coached by Mickey Fisher could be called:

(a) uninteresting

(b) a dynasty

(c) the discoverers of schoolyard basketball

(d) the first players ever to dunk the ball

MICKEY FISHER AND HIS KANGAROOS

7. When one of Fisher's teams lost a game:

   (a) The second stringers started the next game.

   (b) The players surrounded the coach.

   (c) It made newspaper headlines.

   (d) The players cried.

8. Antonyms are words with opposite meanings. In paragraph 5 there are 2 words that are antonyms. Can you find them?

   (a) member and team

   (b) offensive and defensive

   (c) basketball and gymnasium

   (d) drills and plays

ALI AT THE HIGH - PART I

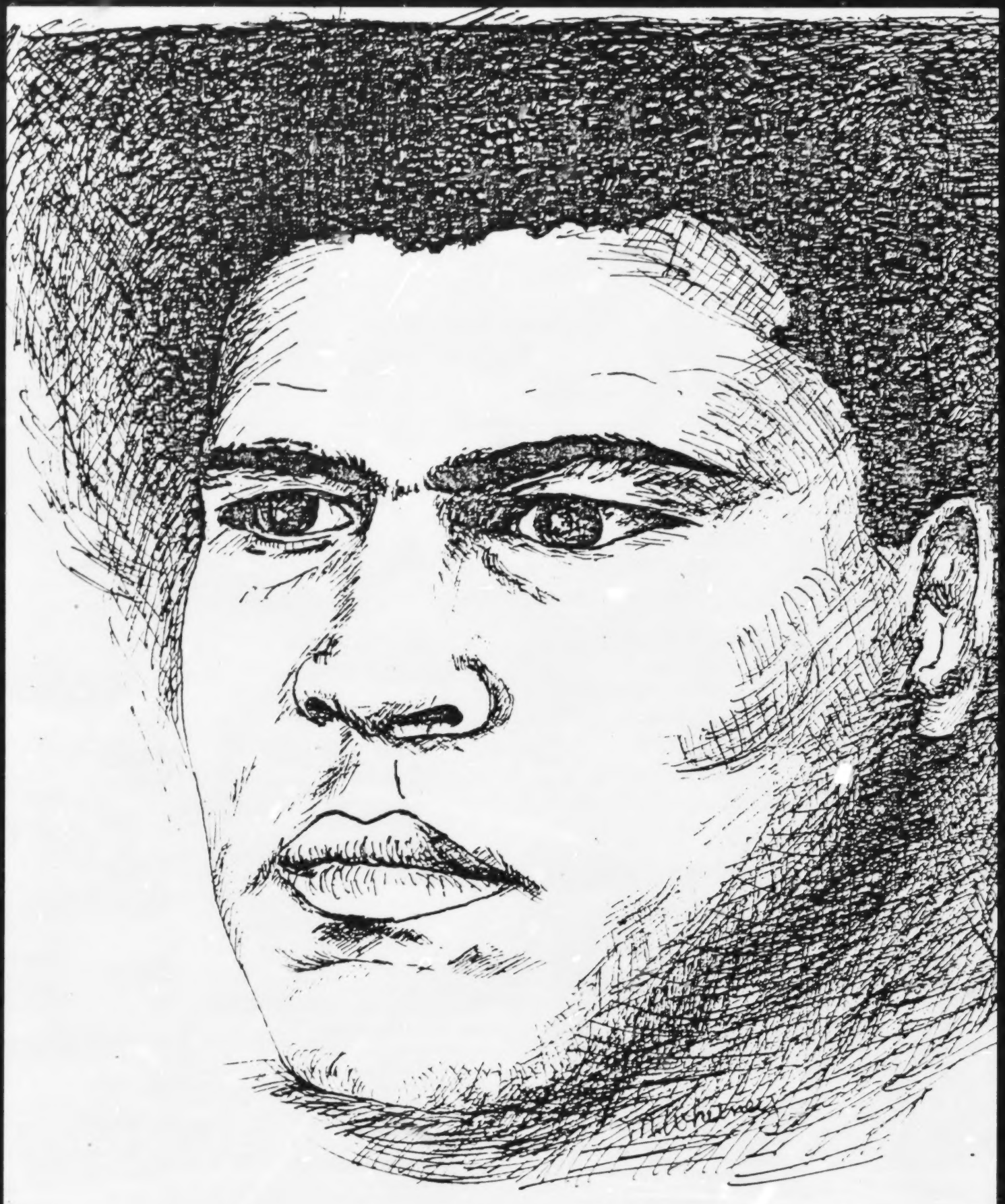
October 30th, 1974
Kinashasa, Zaire - Africa
World Heavyweight Championship Fight
THE CHAMPION - GEORGE FOREMAN
vs.
THE CHALLENGER - MUHAMMAD ALI

Twenty seconds remained in round eight. Muhammad Ali moved in for his final attack on George Foreman. Ali measured Foreman with a crisp right and left and then he moved off the ropes to deliver a second combination of blows. The crowd could sense that Ali was taking charge. Foreman was in trouble, but this time he was too tired to escape. Ali continued to hammer his opponent with a powerful right to the jaw and another quick combination. Suddenly Foreman's head jolted back and his huge body dropped to the canvas.

The referee began the ten count as Ali looked on from his corner. Then it was over! Muhammad Ali had regained the boxing title that had been taken from him five years earlier.

Shortly after the excitement of the Zaire fight began to settle down, the Mayor of New York City announced that December 9th, 1974 would be proclaimed as "Muhammad Ali Day." The day would be set aside to honor the champion. Ali had always expressed an interest in young people and so the "Ali Day" organizing committee planned to have him visit a few schools.

Upon hearing about these plans, several citizens from the Bedford-Stuyvesant area convinced the committee to have Muhammad Ali visit New York City's oldest day public high school - Boys High School.



MUHAMMAD ALI

News of the visit travelled quickly through the community. Boys High School's staff and students anxiously awaited Ali's arrival. The scene on December 9th, 1974 was an unforgettable one.

As soon as Ali's car arrived, classes were rushed to the auditorium. Students stood along the walls or simply sat on the cold wooden floors. All eyes focused on the entrance to the auditorium. You could feel the excitement building as several bodyguards and reporters entered. Then a long pause followed.

Then Drew Bundini, Ali's trainer, and the champ's brother, Rachman moved into the auditorium. Everyone stood up hoping to get the first look at the boxing great. Finally, surrounded by a large group of people, Muhammad Ali appeared. He was really at the High!

ALI AT THE HIGH- PART I

(Questions)

1. In part I of this story we learn that Muhammad Ali regained his World Heavyweight Title after waiting more than:

   (a) one year (b) three years

   (c) five years (d) seven years

2. Who announced that December 9th, 1974 would be proclaimed "Muhammad Ali Day"?

   (a) his trainer, Drew Bundini (b) citizens of Bedford-Stuyvesant

   (c) Muhammad Ali himself (d) the Mayor

3. In paragraph 3 the word expressed means:

   (a) took a train (b) showed

   (c) lost (d) misunderstood

4. The word convinced in paragraph 4 means:

   (a) to make one believe (b) to not understand

   (c) to dream about (d) to threaten

5. Why did the "Ali Day" organizing committee include visits to schools on the December 9th schedule?

   (a) because Ali was looking for young boxers

   (b) because the mayor asked Ali to pick the best school in the city

   (c) because Ali needed a place to rest

   (d) because Ali enjoyed talking to young people

6. Part I of "Ali at the High" tells us:

   (a) Muhammad Ali was a Boys High School Graduate.

   (b) The Mayor was a Boys High School graduate.

   (c) October 30th, 1974 was "Muhammad Ali Day."

   (d) Citizens from Bedford Stuyvesant were responsible for Muhammad Ali's visit to Boys High School.

7. If synonyms are words with the same or similar meanings, then 2 words in paragraph 3 are synonyms. They are:

   (a) settled/down (b) champion/fight

   (c) announced/proclaimed (d) set/visit

ALI AT THE HIGH - PART II

Muhammad Ali moved toward the stage. Everyone was standing and applauding. Dressed in a suit, Ali did not look like a man who made his living boxing. One teacher commented, "He looks more like a movie star than a fighter." His unmarked face proved his skills.

Once Ali was upon the stage and seated, the applause ended. Muhammad Ali never smiled. It was a little surprising to see him quiet and shy as he sat on the stage. He just seemed to be looking out at his audience as they looked back at him. After he was introduced, he received a second ovation.

Then he started to address the assembly of Boys High School. Muhammad Ali spoke of his youth and the problems he faced. He explained that one of the biggest mistakes of his life had been not finishing school. Ali warned the students that dropping out of school would only make life more difficult. Life has a purpose, he added, and finishing school makes that purpose easier to reach. It was a strange moment. Everyone had heard that speech before, but coming from Muhammad Ali it had new meaning. Ali then admitted that he was embarrassed because he had to hire people to do the work he was unable to do himself because of his lack of education.

Concluding his speech, Ali told students to take advantage of their education, listen to their teachers, and go to class. Everyone was totally silent as he completed his address. Before he departed he wished everyone good luck and best wishes. Then he left.

That afternoon, a dream-like mood fell upon Boys High School. Students returned to their classes knowing that they had really seen Ali at the High.

ALI AT THE HIGH - Part II

(Questions)

1. In Part II of the story one teacher commented that Muhammad Ali looked like a:

   (a) real boxer (b) nice person

   (c) movie star (d) teacher

2. In the story, what one feature about Muhammad Ali proved he was a skilled fighter:

   (a) He did not smile. (b) He dressed well.

   (c) His face was unmarked. (d) He didn't finish school.

3. How did Ali appear while on the stage at Boys High School?

   (a) tired (b) excited

   (c) shy (d) loud

4. What was the big mistake Ali said he had made in his youth?

   (a) He didn't train enough. (b) He didn't finish school.

   (c) He didn't live in New York City. (d) He didn't attend Boys High School.

5. In paragraph 3 the word purpose means:

(a) talking (b) trouble

(c) price (d) meaning

6. A synonym is a word that has a similar meaning to another word. In the story - a synonym for the word departed in paragraph 4 is:

(a) returned (b) left

(c) seated (d) listened

7. Another word that has a synonym in the story is address in paragraph 3. Which of the following words is a synonym of this word?

(a) problem (b) mistake

(c) youth (d) speech

8. Muhammed Ali's speech at Boys High School on Dec 9th, 1974 had a message. What was it?

(a) All young boys should think about a boxing career.

(b) George Foreman was a tough fighter.

(c) Life was not that difficult for him.

(d) Staying in school and graduating were essential.

9. In paragraph 5 the opposite or antonym of the word "easier" is:

(a) new meaning (b) embarrassed

(c) more difficult (d) unable

BOYS and GIRLS HIGH SCHOOL OUTDOOR TRACK and FIELD RECORDS/COMPARISONS of 1901 and 1979

Event	1901 Time or Distance	1901 Made By		1979 Time or Distance	1979 All Time Boys High Made By	Year Set
100 Yard Dash	11 seconds	C.S.Brinkerhoff	x	9.6 seconds	William Miller	1968
220 Yard Dash (on a turn)	25.4 seconds	R.R.Johnston	x	21.0 seconds	Brian Deman	1978
440 Yard Run	57.8 seconds	C.S.Brinkerhoff	x	47.7 seconds	Brian Deman	1978
880 Yard Run	2:29.4 seconds	O.Von Dannenberg	x	1:50.8 seconds	James Jackson William Dabney	1967 1973
One Mile Run	5:31 seconds	O.Von Dannenberg	x	4:09.1 seconds	James Jackson	1967
High Jump	5 feet 4 inches	H.M. Hobart	x	6 feet 5 inches	Melvin Davis	1969
Long Jump (also called Broad Jump)	19 feet 6½ inches	H.M. Hobart	x	23 feet 8 inches	Raymand Gregory	1968
Shot Put (12 pounds)	41 feet	W.R. Bamber	x	47 feet	Joe Hudson	1968

FRED THOMPSON'S ATOMS

INTRODUCTION

In eighteen years, the Brooklyn Atoms Track Club has become internationally famous. They have set American and World Records in dashes, middle-distance races, and relays. One man is responsible for this tremendous success. His name is Fred Thompson, Boys High School graduate.

It is the early 1960's and ghetto tension is building. The long hot summer in New York City is a few years off. The Civil Rights Act is still only being considered.

A Boys High School graduate named Fred Thompson returns to the Bedford-Stuyvesant area. Sensing the extraordinarily high level of tension in the community, Thompson decided to find a positive way to direct all that energy. Aware of the potential athletic ability of the young people in the neighborhood, he decides to organize a track club.

At first the club contained young boys and girls, but Thompson, realizing the lack of athletic opportunities for females decided to organize an all girl team. Despite a busy personal schedule, Fred Thompson appeared nightly at P.S. 21 to coach his small group of girls.

After warmups, the young ladies did sprint practice up and down the narrow school hallways. Thompson looked on as the runners bent over in pain, trying to catch their breath. He knew that it was one thing to just run and another thing to run track competitively.

FRED THOMPSON'S ATOMS

His team became known as the Atoms Track Club; Fred Thompson stressed running skills knowing that as young muscles developed the strength would follow. Yet coaching went beyond stopwatch times and baton passes. Girls on the Atoms were human beings first, and athletes second. When personal problems occurred, Coach Thompson was always available to help out.

One such problem did occur when one of his sixteen year old runners became pregnant. Frightened and confused the young girl left school. With no one to turn to, she came to her coach for advice. Thompson told her to keep her mind on staying in school. He informed her that education was too important to give up on. Coach Thompson had said, "Winning races is fine. But I would much rather see one of these kids receive her college diploma." Listening to her coach's advice the young girl returned to school, had her child, and 6 months later rejoined the Atoms. Today, she is a successful school guidance counselor.

Fred Thompson's greatest success story began in 1965. A skinny, 13 year old girl named Cheryl Toussaint flashed accross the finishing line in a local track meet at Boys High School's field. The girl, dressed in jeans and sneakers caught coach Thompson's eye. He approached her and offered to be her coach.

Years of hard work followed and that skinny, little girl matured into a world class middle-distance runner. Cheryl went on to become the first member of the Atoms to win an Olympic medal. Today, Cheryl Toussaint is a successful young career

woman who still finds time to help future track stars.

As the 1980 Moscow Olympic Games approach, athletes all over the world are stepping up their workout schedules in hopes of winning a spot on their national teams. Coaches throughout the United States are preparing their top athletes for the difficult try-outs. At Boys High School field, Fred Thompson will be making his own preparations for the road to Moscow.

FRED THOMPSON'S ATOMS

(Questions)

1. Why did Fred Thompson decide to have an all-girl track team?
   (a) The boys were too immature.
   (b) He could only afford an all-girl team.
   (c) He thought that girls were better athletes.
   (d) There were no girl track teams around.

2. Where did his young girls first practice?
   (a) in the streets of Bedford Stuyvesant
   (b) in the hallways of a school, P.S. 21
   (c) at Boys High field
   (d) they had no place to practice

3. In paragraph 3 the word organize means:
   (a) contain (b) practice
   (c) set up (d) meet

4. The word <u>competitively</u> in paragraph 4 means:

   (a) against others (b) by ones self

   (c) unsuccessfully (d) quickly

5. What did Fred Thompson tell the girl on his team after she became pregnant?

   (a) to drop out of school and take care of herself

   (b) to run for as long as she could

   (c) stay in school

   (d) to quit running and become a guidance counselor

6. What was Cheryl Toussaint's great accomplishment as a member of the Atoms?

   (a) She won a race when she was 13 years old.

   (b) She won a medal in the Olympics.

   (c) She was the youngest Atom to win a race.

   (d) She wore jeans and sneakers.

7. In paragraph 2 is the word "aware." It is the synonym (same meaning) of a word in paragraph 3. What is the word?

   (a) realizing (b) decided

   (c) contained (d) scheduled

8. What are Fred Thompson's Atoms training hard for this year?

   (a) money

   (b) other young runners in New York City

   (c) the 1980 Olympic Games in Moscow

   (d) new track equipment

GIRLS! GIRLS! GIRLS!

GIRLS! GIRLS! GIRLS!

INTRODUCTION

In 1931 Boys High School Senior Recorder jokingly announced that the Board of Education planned to combine Boys and Girls High Schools. At that time, few students took the plan seriously.

Forty-three years later, their lighthearted prediction became a reality and Boys High School became coeducational. This is the story of those first girls who broke that 83 year old tradition.

Could girls survive in an all male school? As the completion date for the New Boys and Girls High School neared, the Board of Education decided to make the Old School coeducational. During the Fall of 1974, a select group of females from Prospect Heights High School were about to become the first girl students ever to attend the city's oldest male day public high school.

Preparations were made at Boys High to meet the needs of the girls. A second floor bathroom was redesigned and labelled "GIRLS." A dean of girls was chosen and the boys were instructed on proper gentlemanly behavior. Boys High School was ready for the historical changeover to coeducation.

Many students expected the admission of girls to the school to be an invasion of privacy. But the females adjusted more quickly to Boys High than the boys were able to readjust. Outnumbered, the girls soon acquired many more-than-willing male escorts. It was not uncommon to see ten boys parading merrily behind one girl.

One male student recalled that having girls at the High was like "having sweet smelling flowers in the boys locker room." Cheryl Scales, one of the female pioneers, told her feelings about the situation in her June, 1975 poem in the "Sound of the High."

Be-Cool

When I walk down the halls to my class,
All the guys watch as I go past.
But there's something that I really can't do
And that's why they always must touch me.
You blow your whole game.
When you curse and foul my beautiful name.
Please understand,
You're not my man.
So just be cool,
Don't play the fool!
Sure you may look,
But, please, don't touch!
I don't think I'm asking too much.

Weeks turned into months and the small experimental female group became an active part of the student body of Boys High School. Perhaps the most amazing event of that first coeducational year was the election of three girls to the highest offices of the school's student government.

Newly elected Gail Gainer best expressed the attitude of all the girls when she said: "I felt that I had the ability and responsibility to carry on the job of Vice President of the school or even the United States."

Boys High School's 1976 Bicentennial Yearbook contains the first coeducational graduating class in the school's long history. Of the 195 graduates only 8 of them were girls. But their small number made their accomplishments even more remarkable.

In 1979, we have all but forgotten those courageous young ladies who dared to break a tradition. They wrote an important new chapter in the history of our school.

Female Firsts

First female graduates of Boys and Girls High School - June 1976

Vivette Dockery - first female yearbook staff member (1975-76)

Cheryl Greenidge
Pamela Henry
Yvonne Hinds
Sharon Moore
Cynthia Pettway - first female President of A.A. (1975-76)
Mabel Riley
Robin Smith

Special Mention:

Gail Gainer - first female Vice-President of the A.A.
first female SPARK member

Aves Coaxum - first female A.A. Secretary

Cheryl Scales- first female "Sound of the High" writer

Patricia Maynor- first female Literary Recorder Contributor (1975)

Girls! Girls! Girls!

(Questions)

1. The small group of girls who came to Boys High School were from:

   (a) The Bronx
   (b) Girls High School
   (c) Prospect Heights High School
   (d) The New Boys and Girls High School

2. A synonym is a word that has the same meaning as another word. In the story you have just read a synonym for the word chosen in paragraph 2 is:

(a) selected (b) predicted

(c) became (d) combine

3. Which of the following statements is true according to the story?

(a) 195 girls graduated from Boys High in 1976.

(b) Girls had attended Boys High in 1931.

(c) Three girls were elected to high student government positions.

(d) Someone put flowers in the boys locker room.

4. From the story we can conclude that:

(a) The boys wanted the girls to leave the school.

(b) Many of the girls failed classes.

(c) The girls seemed to adjust quickly to life at Boys High.

(d) In 1976 the girls returned to Prospect Heights High School.

5. Perhaps the best way to describe the experimental group of girls would be to say they were:

(a) afraid (b) unhappy

(c) brave (d) troublesome

6. In paragraph 3 the word escorts means:

(a) those who protect others (b) an old man

(c) a criminal (d) a coeducational school

7. The prefix "re" before a root word means to do again or repeat. In this story there are several words that use this prefix. Which of the four words listed below, using the re-prefix does not appear in this story?

(a) redesigned (b) readjust

(c) recalled (d) reeducate

THE DYNASTY MAKERS - PART I

1969 was an unforgettable year in world and sports history. That year ar American named Neil Armstrong became the first man to to walk on the moon. A young quarterback named Joe Namath led his New York Jets to a victory in Super Bowl III. Baseball fans were still buzzing from the 'Amazin' Mets" World Series win.

In the poorly lit, run-down gymnasium of Boys High School a coach named Howie Jones had guided his basketball team to an unprecedented number one national ranking. Being named coach of the best team in the United States was a storybook ending to Jones' amazing career at the High. He had brought the Kangaroos 124 wins with only 16 setbacks.

The Kangaroo basketball tradition ran deep. It was given life during the early 1950's by Coach Mickey Fisher who transformed an average basketball team into three-time city champions. At the end of the fifties, Coach Howie Jones took command of the second generation of Kangaroos. Under his leadership, the championship tradition continued.

During those twenty years of Kangaroo history, many great athletes performed for the High. Among them were Lennie Wilkens, N.B.A. all-star and coach of the Seattle SuperSonics, Cornelius "Connie" Hawkins, one-time Phoenix Sun All-Star, Vaughn Harper, Eldridge Webb, Haywood Edwards, Ernie Douse, and Mel Davis, ex-New York Knick.

When Coach Jones stepped down as Kangaroo coach to accept a college position, an unusual situation was created. Perhaps for the first time in high school athletic history a number one ranked team was without a coach.

(Questions) - Part I

1. Which of the following statements is <u>not</u> true about the year 1969?

   (a) Man first stepped foot on the moon.

   (b) Boys High School had the best basketball team in the United States.

   (c) Mickey Fisher left as coach of the Kangaroos.

   (d) The New York Mets won the World Series.

2. Who was the coach who led the Kangaroos during their first generation?

   (a) Frank Mickens (b) Lennie Wilkens

   (c) Howie Jones (d) Mickey Fisher

3. In paragraph 3 the word <u>transformed</u> means:

   (a) bought (b) quit

   (c) changed (d) ranked

4. Why did coach Jones leave Boys High?

   (a) He got tired of winning all the time.

   (b) He turned professional.

   (c) He accepted a college position.

   (d) He wanted to give someone else a chance to coach.

5. From Part I of this story we learn that:

   (a) Boys High School produced many great basketball players.

   (b) Mickey Fisher and Howie Jones were brothers.

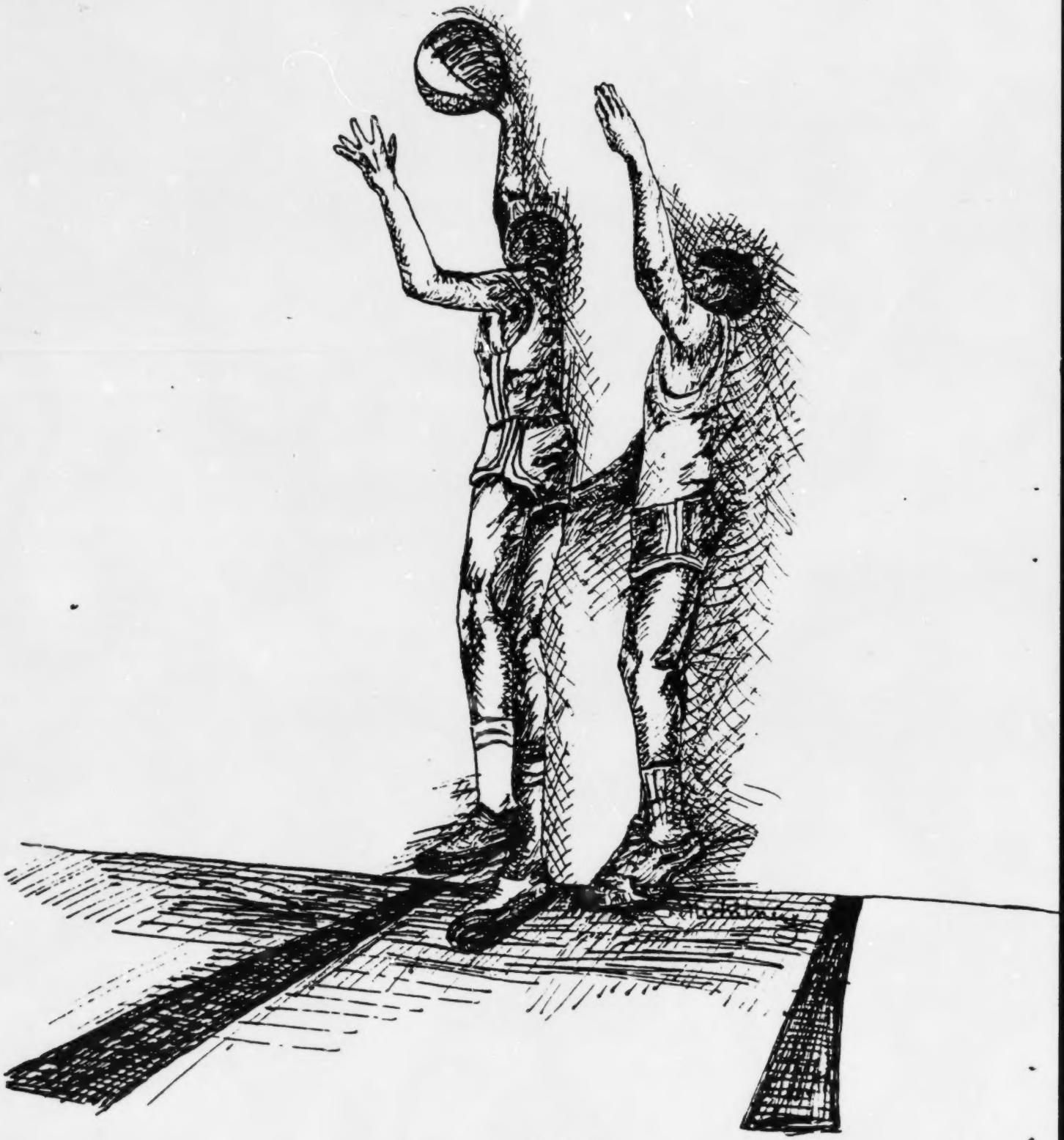
   (c) The Kangaroos did not win many games in 1969.

   (d) 1969 was an uneventful year.

6. The prefix "un" appears on several words in this story. Which of the following words using the prefix "un" does <u>not</u> appear in "The Dynasty Makers" Part I?

   (a) unprecedented (b) unusual

   (c) unequal (d) unforgettable



THE DYNASTY MAKERS- PART II

In 1969, following Coach Jones'exit, an Afro - American history teacher named Frank Mickens was asked to guide the third generation of Kangaroos. Mickens was no stranger to schoolboy basketball or schoolboy poverty. He later told a reporter. "I know what they went through at home. I had the same thing." Yet, one question still remained to be answered: Could Frank Mickens carry on the winning tradition of Fisher and Jones? To this question Coach Mickens modestly responded, "I'm stepping into some big shoes and I only hope that when I leave people will have the same feeling about me."

Because of the large number of outstanding schoolyard basketball players in the Bedford-Stuyvesant area, forming a quality team would not be that difficult. But to produce a quality team of athletes who could achieve academic as well as athletic excellence was the foundation upon which Frank Mickens wanted to build the Kangaroos of the seventies. On the court, Mickens demanded teamwork, poise, and defense. Off the court, he demanded respect, self-discipline, and academic achievement. Mickens wanted to build men who valued basketball as a means to an end. The end was to be a life of dignity and success.

During his coaching career, Mickens has accounted for a win-loss record that speaks for itself. The collegiate record of his ex-Kangaroos is the real tribute to the man. His basketball teams have added a new dimension to the Kangaroo tradition. The team has become the representative of Boys High School. They are our athletic ambassadors.

In the summer of his eighth year as coach, tragedy struck the Mickens' home. His young son, Trevor, was killed in an accident. Part of Coach Mickens life had been cut away. In a letter that appeared in the 3rd Annual Kangaroo Classic program, Coach Mickens best illustrated his deep affection for his late son, his love of the game of basketball, and his respect for his friends and players, when he wrote:

> ..." I know you [Trevor] would want me to continue although it is not the same without you. All of the efforts that I have extended to make this classic a success are in your memory. It is my hope that every participant, coach, and spectator will utilize every day of their lives to the fullest. I know we were together for only a short time but every minute was so precious."
>
> Love Dad

For Frank Mickens and the Kangaroos of the third generation, life is the ultimate victory and that is what winning is really all about.

(Questions) - Part II

1. According to the story which of the following statements is <u>not</u> true about Frank Mickens?

   (a) he was an Afro- American history teacher

   (b) he cared more about winning games, than building men

   (c) he was familiar with poverty and its effect on students

   (d) on the court he demanded teamwork, poise and defense

2. After reading Part II of this story which of the following achievements do you think Coach Mickens is most proud of?

   (a) the length of his coaching career

   (b) his excellent win-loss record over 9 years

   (c) his ex-Kangaroos collegiate record

   (d) his Kangaroo Classic victories

3. The word <u>foundation</u> in paragraph 2 means:

   (a) having to do with size of players on a team

   (b) their way of thinking

   (c) the defensive way of playing basketball

   (d) the history of basketball

4. When Frank Mickens wrote in his letter that everyone should "utilize every day of his life to the fullest," he meant:

   (a) Go out and do whatever you feel like doing.

   (b) Enjoy each day of your life as much as possible.

   (c) Get plenty of rest and a lot of basketball.

   (d) Someday you may be coach, too.

5. After reading the story we can conclude the ultimate victory for a young person is:

   (a) a city championship title

   (b) a national ranking

   (c) a successful life

   (d) playing for the Kangaroos third generation

6. In paragraph 2 the word <u>dignity</u> appears. This word is probably the most important of all the qualities of a Kangaroo. What does it mean?

   (a) pride (b) self-respect

   (c) self-confidence (d) all the answers are correct

ANSWER KEY

Selection 1 -
CENTRAL GRAMMAR SCHOOL

1.(D) 2.(B) 3.(D) 4.(B) 5.(B)
6.(A) 7.(B) 8.(A)

Selection 2 -
THE OLD HIGH

1.(B) 2.(C) 3.(D) 4.(C)
5.(A)

Selection 3 -
THE ORIGIN OF THE RED & BLACK

1.(C) 2.(C) 3.(A) 4.(A)
5.(A) 6.(B) 7.(C) 8.(C)

Selection 4 -
THE SCANDAL OF 1896

1.(C) 2.(D) 3.(C) 4.(A)
5.(B) 6.(C) 7.(C)

Selection 5 -
THE STORY OF
AUGUSTA ACCOOE DUCKETT

1.(A) 2.(C) 3.(A) 4.(B)
5.(B) 6.(C) 7.(A)

Selection 6 - PART I
THE GAME

1.(C) 2.(C) 3.(D) 4.(A)
5.(B) 6.(B) 7.(B)

PART II: THE GAME

1.(C) 2.(B) 3.(A) 4.(B)
5.(B) 6.(D)

Selection 7- Part I-
SAMMY

1.(A) 2.(B) 3.(C) 4.(D)
5.(B) 6.(D)

PART II: SAMMY

1.(D) 2.(C) 3.(B) 4.(C)
5.(C) 6.(B) 7.(B)

Selection 8:
ALFRED A. TAUSK - PART I

1.(B) 2.(A) 3.(C) 4.(C)
5.(C) 6.(B) 7.(C) 8.(C)

ALFRED A. TAUSK - PART II

1.(C) 2.(B) 3.(A) 4.(D)
5.(B) 6.(C) 7.(B) 8.(C)

ANSWER KEY

Selection 9 -
A DAY IN THE LIFE: Part I

1.(B) 2.(C) 3.(C) 4.(C)

5.(B) 6.(C) 7.(C)

A DAY IN THE LIFE: Part II

1.(B) 2.(A) 3.(B) 4.(D)

5.(D) 6.(D) 7.(C) 8.(B)

A DAY IN THE LIFE: Part III

1.(D) 2.(A) 3.(C) 4.(A)

5.(C) 6.(D) 7.(B) 8.(C)

Selection 10 -
SHIRLEY CHISHOLM - Part I

1.(A) 2.(D) 3.(B) 4.(C)

5.(A) 6.(B) 7.(D)

SHIRLEY CHISHOLM - Part II

1.(C) 2.(A) 3.(B) 4.(D)

5.(B) 6.(A) 7.(C)

SHIRLEY CHISHOLM - Part III

1.(C) 2.(A) 3.(C) 4.(A)

5.(B) 6.(C)

Selection 11 -
THE HUMAN WRITING MACHINE

1.(B) 2.(B) 3.(C) 4.(A)

5.(D) 6.(A) 7.(D) 8.(B)

9.(C)

Selection 12 -
I REMEMBER GIRLS HIGH SCHOOL-PART I

1.(C) 2.(A) 3.(C) 4.(A)

5.(D) 6.(C) 7.(C) 8.(B)

9.(D)

I REMEMBER GIRLS HIGH SCHOOL-PART 2

1.(A) 2.(A) 3.(B) 4.(A)

5.(B) 6.(B)

Selection 13-
MICKEY FISHER AND HIS KANGAROOS

1.(C) 2.(D) 3.(B) 4.(C)

5.(A) 6.(B) 7.(C) 8.(B)

Selection 14 -
ALI AT THE HIGH - Part 1

1.(C) 2.(D) 3.(B) 4.(A)

5.(D) 6.(D) 7.(C)

ALI AT THE HIGH - Part II

1.(C) 2.(C) 3.(C) 4.(B)

5.(D) 6.(B) 7.(D) 8.(D)

9.(C)

Selection 15 -
FRED THOMPSON'S ATOMS

1.(D) 2.(B) 3.(C) 4.(A)

5.(C) 6.(B) 7.(A) 8.(C)

ANSWER KEY

Selection 16 -
GIRLS! GIRLS! GIRLS!

1.(C) 2.(A) 3.(C) 4.(C)

5.(C) 6.(A) 7.(D)

Selection 17 -
THE DYNASTY MAKERS - Part I

1.(C) 2.(D) 3.(C) 4.(C)

5.(A) 6.(C)

THE DYNASTY MAKERS - Part II

1.(B) 2.(C) 3.(B) 4.(B)

5.(C) 6.(D)

GLOSSARY

A

absurd (ab-sûrd) adj.
ridiculous, untrue

accurate (ăk-yūr-ĭt) adj.
correct, no errors

aerial (ăr-ē-al) adj.
reaching into the air

alma mater (ăl-ma mähter) noun.
the school one has attended, graduated from

alumna (ă-lŭm-na, singular - feminine form) noun.
a graduate of a school

alumnae (ă-lŭm-nī, plural feminine form) two or more graduates of a school

alumnus (ă-lŭm-nŭs , singular masculine form) noun.
a graduate of a school

alumni (ă-lŭm-nī, plural - masculine form) noun.
two or more graduates of a school

ambassador (ăm-băs-a-dör) noun.
one who represents others or a country

anxious (ăng-shas) adj.
worried, nervous, uneasy

B

batter (băt-er) verb.
to pound on, hurt or damage with heavy blows

bespectacled (bē-spĕc-ta-cŭld) adj.
wearing glasses or spectacles

borough (bŭr-ō) noun.
one of the five areas of New York City

C

campaign (kăm-pān) noun/verb.
the act of seeking votes for an election

celebrity (sĕ-lĕ-brĭ-tē) noun.
a famous or popular person

century (sĕn-cha-rē) noun.
period of 100 years

ceremony (sĕr-ĕ-mō-nē) noun.
a display, service, or performance (as a graduation ceremony)

cobblestone (kŏb-al-stōn) noun.
rounded stones once used for paving streets

coeducation (kō-ĕd-yū-kā-shŭn) noun.
The education of males and females in one school

congress (kŏng-grĭs) noun.
the legislative part of the U.S. government that includes the Senate and House of Representatives

crisp (krĭsp) adj.
sharp, fast, firm

cut (kŭt) verb. (slang)
to drop from a list or group in order to meet a certain amount

D

depression (dĭ-prĕ́sh-an) noun. a period of time in American history when the economical state of the country collapsed. There was great unemployment, shortage of goods and much hardship.

determine (dĭ-tŭ́r-mĭn) verb. to decide

devotion (dĭ-vṓ-shŭn) noun. loyalty; friendship, worship

dignity (dĭ́g-nĭ-tē) noun. self-respect, pride honor, importance

dimension (dĭ-mĕ́n-shŭn) noun. view or measure of something, especially of time or space

division (dĭ-vĭ́-zhŭn) noun. the way something is separated or divided; partition

dunk (dŭ́ngk) adj. or verb. a basketball term as in "dunk shot" - A player pushes the ball down and through the basket.

dynasty (dī́-na-stē) noun. a line of rulers; a powerful group that maintains its position for a long time.

E

elder/elderly (ĕ́l-dĕr) noun. (ĕ́l-dĕr-lē) adj. someone or something aging; older

envy(ĕ́n-vē) noun/verb. discontent, jealousy, resentment of others' good fortune

equipment (ĭ-kwĭ́p-mĕnt) noun. objects and/or clothing used for a special purpose, as "sports equipment"

extraordinary (ĕk-stra-ŏ́r-dĭ-nĕr-ē) or (ĕk-strŏ́r-dĭ-nĕr-ē) adj. beyond the common or usual, special

extreme (ĕk-strḗm) adj. to a great degree or amount, exaggerated (extreme temperatures)

F

fashionable (fắsh-a-na-bl) adj. in style or fashion

fate (fā́t) noun. what will happen that you have no control over, the inevitable events, destiny

finances (fī́-năn-sis) noun. money available, supply of money

fortunate (fṓr-chū-nĭt) adj. lucky

G

generation (jĕn-ĕ-rā́-shan) noun. the order of time between the birth of one person and that person's next child

goal (gōl) noun. in football terms, when one team moves the ball to the end of the other team's field - a touchdown

grating (grā-tĭng) noun. metal bars on windows to protect from burglars

H

hand off (hănd-ŏf) noun. in football terms, the giving of the ball from one player to another; usually the quarterback to another player on his team

huddle (hŭd-le) noun/verb. in football terms, a gathering of players from one team to plan plays or strategy

I

immigrant (ĭm-ĭ-grant) noun. a person who moves from his homeland to a new country to live

incident (ĭn-sĭ-dĕnt) noun. an event, something that happens

ineligible (ĭn-ĕl-ĕ-jĭ-bl) adj. not able to do something because of a reason (low grades make students ineligible for teams)

inhabit (ĭn-hăb-ĭt) verb. to live in

inspire (ĭn-spī-ĕr) verb. to stir to action, push to act, influence

insure (ĭn-shŭr) verb. to make sure or guarantee something, protect

L

legend (lĕj-ĕnd) noun. a story handed down with time about an object, place or person (In literature - the story is unproven.)

legislature (lĕ-jĭs-lā-chŭr) noun. the body of government that makes, removes, or changes laws

lighthearted (līt-härt-tĭd) adj. something said or done that is not serious. humorous, joking

limit (lĭm-ĭt) noun. the farthest or most allowed, boundary, border

limp (lĭmp) verb. an unsteady walk due to an injured leg

M

modest (mŏd-ĭst) adj. not conceited or over-sure of oneself

O

oppose (ŏ-pōz) verb. to act against, compete against, to meet on the other side in a game

origin (ŏr-ĭ-jĭn) noun. the time or place when something was first started

ovation (ō-vā-shan) noun. loud cheering or applause

P

permission (pĕr-mĭsh-an) noun. the act of being allowed to do something, consent

pigskin (pĭg-skĭn) noun. (slang)a football

poise (poiz) noun. self-control, balance of emotions, coolness

potential (pŏ-tĕn-shal) adj. having the possibilities, capable of, probably able to

practical (prăk tĭ-kal) adj. useful for the needs at hand, fitting for many uses

prediction (prĭ-dĭk-shan) noun. to guess before, foretell

proclaim (prō-klām) verb. to make known, announce, tell widely

publication (pŭb-lĭ-kā- shan) noun. the act of printing something for the people to see and read

R

rank (răṅk) noun. position or place among others ranking

rare (răr) adj. unusual, uncommon, not often

remarkable (rĭ măr-ka-bl) adj. unusual, extraordinary, of special worth

rematch (rē-măch) noun. the meeting of two opponents, again in a contest

reputation (rĕp-ū-tā-shan) noun. the way you are thought of by others, your character

rigors (rĭg-ers) noun. hard times, hardships, the harshness of life, troubles

risk (rĭsk) noun. a chance, a dangerous attempt

rival (rī-val) noun. one who is a usual or common competitor

S

scandal (skăn-dal) noun. a disgraceful, embarrassing event

scouts (skouts) noun. men from college or professional teams who are watching players in action, for possible future interest in their services

scrimmage (skrĭm-ĭj) noun. in football terms, the line where the ball is placed for the next play on the field

session(sĕsh-an) noun. meeting for a purpose

slur (slŭr) noun/verb. foul remark about, curse ; belittle, smear

strangle (străng-gl) verb.
to choke, tie tightly, cut off air

stress (strĕs) verb.
to make the most important part or idea

stripped (strĭpt) verb.
to rob, or take away, to remove from

stun (stŭn) verb.
to surprise greatly, to confuse from surprise

T

technique (tĕk-nēk) noun.
the way to do something, method, procedure followed

tempt (tĕmpt) verb.
to try, to put to a test, to challenge

touchdown (tŭch-down) noun.
in football- a goal, six points scored for crossing the opponent's goal line

tradition (tra-dĭ-shŭn) noun.
the customary way to do something; an act done in the past and carried on to the present; strong feeling for the past

tribute (trĭ-byōōt) noun.
remembrance, appreciation for

U

ultimate (ŭl-tĭ-mĭt) adj.
the most extreme, final, last, top of

unprecendented (ŭn-prĕs-i-dĕn-tĭd) adj.
having no match, never heard of before

V

volunteer (vŏl-ŭn-tēr) verb.
to offer one's time and services; to help for free